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ABSTRACT

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The topics covered are: creating a better life (healthy relationships, healthy body, preventing disease, and avoiding harmful substances); responding to life effectively (learning and using decision-making skills); and contributing to a better life for society (safety and emergency procedures, evaluating consumer health information, and effects of and solutions to pollution). (JD)

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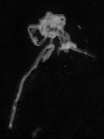

INTRODUCTION

The Health Curriculum Guides consist of ten documents, one for each grade K-8 and one for the required high school course (one-half unit). The purpose of these curriculum guides is to help classroom teachers implement the Health Education Course of Study (Bulletin 1988, No. 25).

The Health Curriculum Guides are supplemental in nature; activities do not cover topics in an exhaustive manner. Consequently, teachers can most effectively use the guides by choosing activities that supplement a locally-planned health program and locally-chosen textbooks. When the curriculum guides are used in this manner, activities may be used in an order that matches the locally-developed health scope and sequence.

The Health Curriculum Guides may also serve as a basic program for Local Education Agencies (LEAs) in the absence of a locally-developed health curriculum. Although topics are not covered in a comprehensive manner, the curriculum guides do provide instructional activities for all topics named in the Health Education Course of Study, and the activities have been arranged in a logical sequence from the first to the last page. It is hoped that the Health Curriculum Guides will serve as a springboard for local curriculum activities in health, which include at least the following:

- developing a local health curriculum K-12,
- acquiring needed resource materials, and
- writing additional activities in areas of greatest need.

The Health Curriculum Guides are divided into sections. Each guide begins with a TABLE OF CONTENTS that lists topics to be taught, provides descriptive labels for each activity, and specifies page number(s) on which the activity may be found. The TABLE OF CONTENTS enables teachers to identify easily those activities that supplement topics covered in locally-designed programs.

The second and largest section of the guide consists of classroom ACTIVITIES. All activities are tied to specifically-identified student outcomes and a list of materials needed to carry out the activities is provided.

Activities are organized into Units identified by Roman numerals in the Table of Contents. Each Unit begins with NOTES TO THE TEACHER that identify topics covered in the Unit and convey information important for carrying out the activities.

The third section of each guide is called the TEACHING MATERIALS SECTION. This section contains materials which are referenced in the activities and are essential to implementing the activities. Many of the teaching materials are handouts or diagrams that will need to be made into transparencies or duplicated for students. Consequently, the materials in the third section are printed on one side only to facilitate copying.

The fourth section of the guide contains a list of all OUTCOMES for the grade level and any APPENDICES. The OUTCOMES summarize requirements from the Health Education Course of Study and provide guidance for those LEAs in which additional activities need to be written.

ACKNOWLEDGMENTS

When the State Board of Education passed a resolution on November 12, 1987, requiring AIDS instruction to become part of comprehensive health education by the 1988-89 school year, it was clear that some priorities in the Department of Education would change.

Responsibility for implementing the resolution was assigned to the Division of Student Instructional Services and personnel were instructed to do what was required to meet the timelines. Writing the Health Curriculum Guides was the prerequisite activity for complying with the State Board mandate, and the timelines dictated that the sixteen-month period usually designated for such a project be compressed into four months.

The timelines could not have been met without the following major contributions:

1. Our partners in Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) volunteered human resources to help accomplish the task.
2. Most personnel in the Division of Student Instructional Services put their assigned duties aside, learned to do new tasks, and worked exclusively on the Health Curriculum Guides for several months, including evenings, weekends, and holidays.
3. Other personnel in the Division of Student Instructional Services made necessary adjustments and sacrifices to assume responsibility for programs and assignments of their co-workers while continuing to perform their usual duties.

Approximately 150 educators have contributed directly to the Health Curriculum Guides. We express our appreciation for draft writing done by selected personnel in the following LEAs:

Birmingham City Schools
Cullman City Schools
Huntsville City Schools
Jefferson County Schools
Vestavia Hills City Schools

The following IHEs assisted us by providing current or retired health educators who served as readers or whose students in the areas of curriculum and health wrote health-related activities:

University of Montevallo
Troy State University - Dothan
Troy State University - Montgomery
University of Alabama

A debt of gratitude is owed personnel in the Alabama Department of Public Health for their role in verifying the technical accuracy of the Health Curriculum Guides.

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CREATING A BETTER LIFE

NOTES TO THE TEACHER

A major concern of adolescents is understanding the changes taking place in their bodies and knowing how to cope with these changes. Young people also need to understand how the changes in their bodies and in their behavior affect their relationships with others.

As young people mature, they assume more responsibility for making decisions that directly affect the quality of life. Young people can help create a better life by developing healthy relationships, maintaining a healthy body, preventing disease, and avoiding harmful substances. In particular, students are taught that making thoughtful, responsible decisions about various events in life can lead to a more healthful and fruitful life.

Activities in the unit on Creating A Better Life cover four topics.

1. Developing Healthy Relationships
2. Promoting the Development of a Healthy Body
3. Preventing Disease
4. Avoiding Harmful Substances

HEALTH - 8
CREATING A BETTER LIFE

TOPIC: DEVELOPING HEALTHY RELATIONSHIPS

OUTCOMES: 21. Understand emotions and their effects on individuals and their families.

22. Define the family as a unit and as a provider for the needs of individuals, and define individual family members' characteristics which would be examples of mature/immature behavior.

ACTIVITY 1 - OUTCOMES 21 and 22

Materials:
- Lineless paper
- Markers and crayons
- DESCRIBING YOUR EMOTIONS worksheet (Teaching Materials Section, p. 52)
- DESCRIBING MATURE/IMMATURE BEHAVIOR worksheet and teacher copy (Teaching Materials Section, pp. 53-56)

Begin this activity by discussing some common emotions that students feel. List emotions on the chalkboard. Some examples are as follows:

anger	love	pride
envy	anxiety	shame
fear	friendship	frustration
guilt	happiness	trust

Ask students whether they recall the definition of "happiness" from the Peanuts cartoon series, "Happiness is a warm puppy." Explain that this is a useful way to define an emotion because it links a feeling with an object or situation that represents or causes the feeling.

Give other examples, such as these definitions:

Feeling or Emotion		Object or Situation
Envy	is	wanting your best friend's clothes.
Guilt	is	losing your Dad's car keys.
Friendship	is	sharing your secrets.

Distribute the DESCRIBING YOUR EMOTIONS worksheet, and ask students to complete the worksheet individually by writing examples of objects or situations that cause the feelings or emotions listed on the worksheet. Students may illustrate their definitions, if they wish, by adding small drawings to their worksheets.

Ask for volunteers to share completed examples from the worksheets, and write examples on the chalkboard. Try to write at least one example of each emotion.

ACTIVITY 1 - OUTCOMES 21 and 22 (continued)

Explain that situations and the emotions they cause have an effect on individuals and their relationships within families. Explain that the family is a unit and that family members have the responsibility of caring for the health, safety, and well being of other family members. Part of the maturation process includes learning how to assume the responsibility of caring for the health, safety, and well being of oneself.

Distribute the DESCRIBING MATURE/IMMATURE BEHAVIOR worksheet. Explain that the worksheet contains examples of four family situations in which parents and maturing children disagree about a decision. Read the first example, KATHY'S SITUATION, and the suggested answers to the four statements from the teacher copy of the worksheet. Help students understand the suggested answers. Ask students to record answers to KATHY'S SITUATION on their worksheets.

Ask students to complete the statements following each of the remaining three statements. Explain that each situation requires students' responses to these statements.

- Identify the maturing child's probable emotions.
- Identify the parents' responsibilities.
- Identify a possible immature response for the child.
- Identify a possible mature response for the child.

When students have completed their worksheets, ask for volunteers to share answers with the class. Discuss each situation, and compare mature and immature responses to the decisions made by the parents. Sample answers to the statements about each situation are provided in the teacher copy of the MATURE/IMMATURE BEHAVIOR worksheet.

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CREATING A BETTER LIFE

TOPIC: DEVELOPING HEALTHY RELATIONSHIPS

OUTCOME: 23. Understand the need and the importance of developing sound procedures for building friendships.

ACTIVITY 2 - OUTCOME 23

Materials:
- Large poster paper and markers
- Spiral notebooks (optional)

Explain that the purpose of this activity is for students to discuss the importance of friendships and to learn how to form new friendships. Ask students to think about friends they have made. Read the following six items to students, and ask students to record their responses on notebook paper.

1. Do you have friends who are of the same sex?
   List one or more names.

2. Do you have friends of the opposite sex?
   List one or more names.

3. Do you have friends of a different age group, either older or younger?
   List one or more names.

4. Which person has been your friend the longest? How long?

5. List places where you have met and made friends.

6. List things you like best about your friends.

Discuss students' responses. When necessary, ask students to raise their hands to demonstrate appropriate responses to these next seven statements or questions. Students may choose not to respond if they wish.

1. How many have friends of the same sex?

2. How many have friends of the opposite sex?

3. How many have older friends?

4. How many have younger friends?

5. Who has had one friend for the longest period of time? (Solicit responses.)

6. What are some places where you have met new friends?

7. What are some things that you like best about your friends?

Ask students to think about the previous discussion and to tell why friendship is important. List students' answers on the chalkboard. Sample reasons follow.

Why is friendship important?

It provides a source of emotional support.
It reinforces your self-esteem.
It allows sharing of thoughts, feelings, and ideas.
It provides someone for you to care about and allows someone to care about you.

Ask students whether they have heard the saying, "Make new friends, but keep the old. One is silver and the other gold." Ask students to tell what they think this saying means. One example is that friendships are precious like precious metals; both old and new friendships are valuable. Another example is that new friendships should not replace old ones; there is room for both old and new friends in a person's life.

Write the following "10 Ways to Make a Friend" on a large piece of poster board. Display the poster as in the example below.

10 Ways to Make a Friend

1. Offer to help someone.
2. Give someone a compliment.
3. Sit with a new person at lunch.
4. Invite someone to an activity, such as a movie.
5. Give someone a card, such as a get well card.
6. Learn and use people's names.
7. Remember birthdays.
8. Share your thoughts.
9. Say "Hello."
10. Smile.

Ask students to think about new friends they would like to make or old friendships they would like to renew. Explain that students will record their selections in a journal using a spiral notebook or notebook paper and that journals will remain confidential. Ask students to record one or more names of persons who might form the basis of new or old friendships. Next, ask students to select one or more ways to make a friend from the list on the poster and plan to implement those ways during the next week. Students may record progress in their journals.

TOPIC: DEVELOPING HEALTHY RELATIONSHIPS

OUTCOMES: 24. Discuss various aspects of love and the need for love. Explain that love is more inclusive than simple physical attraction.

ACTIVITY 3 - OUTCOME 24

Materials: • CLASSIFICATIONS OF LOVE handout (Teaching Materials Section, p. 57)

Explain that the purpose of this activity is to discuss different types of love and their functions. Tell students that they will learn more about types of love by reading definitions on the CLASSIFICATIONS OF LOVE handout.

Distribute the handout, and read the definitions of each type of love. Discuss the content of the handout by asking questions similar to the following:

Why does self love form the basis for other types of love? (We must love ourselves before we can love others.)

How is romantic love different from mature love? (Romantic love is unrealistic and idealistic. Mature love involves a more realistic assessment of the love partner's strengths and weaknesses.)

A "crush" is an example of what type of love? (Romantic love)

Why does romantic love often not last? (Often, romantic love does not last when one person discovers that the love partner does not meet his or her expectations.)

Why is it important for parents to share a mature love relationship? (Parents' mature love provides an example by which children can learn how to show their love for others.)

How can give and take love form part of a mature love relationship? (The unselfish nature of give and take love fits well within a stable, mature love relationship.)

How is altruistic love different from mature love? (Mature love is usually thought of as a relationship between two people. Altruistic love implies a concern for the welfare of living things.)

What type of love would be demonstrated by a person's giving a favorite sweater to someone whose home has burned? (Altruistic love)

What is meant by the saying that "love is an act of the will?" (Sometimes people in love feel that they have no control over being in love. Actually, they do because they choose to love others.)

Altruistic love allows one to love self, friends and family, and other living beings in compassionate, mature, unselfish relationships. Ask students to think of examples of altruistic love. Examples follow.

- caring for a homeless animal
- sharing your lunch with a friend
- taking care of a sick person
- helping someone in financial need
- helping a sibling gather information for a project or area of interest

Students may wish to give examples of famous altruistic persons, both past and present, such as:

- Florence Nightingale
- Michelangelo
- Gandhi
- Martin Luther King
- Albert Schweitzer

HEALTH - 8
CREATING A BETTER LIFE

TOPIC: DEVELOPING HEALTHY RELATIONSHIPS

OUTCOMES: 25. Analyze the relationship between motivation and behavior.

ACTIVITY 4 - OUTCOME 25

Materials:
- MOTIVATION AND BEHAVIOR Handout (Teaching Materials Section, p. 58)
- ANALYZING MOTIVATION AND BEHAVIOR worksheet (Teaching Materials Section, p. 59)

Explain that the purpose of this activity will be for students to analyze the relationship between motivation and behavior. Distribute copies of the MOTIVATION AND BEHAVIOR handout, and discuss definitions of the terms "motivation," "behavior," "extrinsic," "intrinsic," and "reinforcement." Use the SAMPLE ANALYSIS PORTION of the handout to help students understand how the terms apply to the analysis of a particular goal.

After discussing the SAMPLE ANALYSIS, divide the class into five groups. Distribute copies of the ANALYZING MOTIVATION AND BEHAVIOR worksheet, and assign each group one of the five GOALS FOR SMALL GROUP ANALYSIS. Ask the students to analyze their assigned goal, using the method given in the SAMPLE ANALYSIS, and to record their analyses on their worksheets. When groups have completed their analyses, ask groups to present their results to the class.

Summarize the activity by making points such as the following:

Students can use this method to help reach goals that they select for themselves.

Students can use this method to gain conscious control of their own behavior and to help develop self discipline.

Students can analyze their behavior and determine which motivators represent extrinsic and intrinsic rewards in their own lives.

As individuals mature, intrinsic rewards rather than extrinsic rewards become strong motivating factors in persons' lives.

GRADE 8
CREATING A BETTER LIFE

TOPIC: PROMOTING THE DEVELOPMENT OF A HEALTHY BODY

OUTCOME: 1. Explain the interrelationships of the systems of the body.

ACTIVITY 5 - OUTCOME 1

Materials:
- A large chart that illustrates the following human body systems: respiratory, endocrine, excretory, circulatory, nervous, skeletal, digestive, reproductive, and muscular.
- A chalkboard or 9 strips of paper approximately 6" by 30"
- Saltine crackers
- Cups (for water)

List the names of the body systems (see above) on the chalkboard, or display on strips of paper taped to the wall. Briefly review each of these systems. Point to each system by name, and ask students to respond orally to the following questions:

What is the major function of this system?
What are the major organs?

Provide each student with a cracker and a small cup of water. Students who choose to participate will eat the cracker and drink the water. Use the human body system chart to trace the path of food through the body. Discuss what happens to food as it passes through each of the parts of the digestive system and how the other systems are also involved. During the discussion be sure to include the following points:

Lifting the cracker to the mouth and the chewing action involve the muscular and skeletal systems. All movements are controlled by the nervous system.

Digestion begins in the mouth.

Food moves through the digestive system by muscular contractions that are controlled by the involuntary nervous system.

Digestion is continued in the stomach and completed in the small intestine.

Digested food is absorbed into the circulatory system in the small intestine.

The circulatory system carries the food to all parts of the body to be used as fuel.

The circulatory system carries oxygen that is used in the breakdown of digested food into energy for the body.

ACTIVITY 5 - OUTCOME 1 (continued)

Oxygen is supplied to the blood by way of the respiratory system.

The digestion process creates waste products. Solid wastes are eliminated by way of the large intestine, rectum, and anus (a part of the digestive system). Liquid wastes are created by the breakdown of digested food into chemical energy. These wastes are eliminated by way of the excretory system. The kidneys and the skin are excretory organs.

Conclude the activity by asking students what would happen if any of the systems failed to perform during the digestive process. List students' responses on the board.

ACTIVITY 6 - OUTCOME 1

Materials:
- A large chart that illustrates the human circulatory, endocrine and female reproductive systems.
- Yarn (at least 2 different colors)
- Chalkboard or 3 strips of paper approximately 6" by 30"

Write the words "Endocrine," "Circulatory," and "Reproductive" on the chalkboard or on strips of paper taped to the wall. Display a large chart illustrating the human circulatory, endocrine, and female reproductive systems. Review these systems in the same way as in Activity 5.

Discuss the interrelationships of these body systems. Ask individual students to assist by using yarn to make appropriate connections on the chart as points of discussion are made. For the first six points, use only one color of yarn in order to show the pituitary gland's role as master gland. During the discussion, cover the following points:

The endocrine glands produce chemicals called hormones.

The pituitary gland produces hormones that cause the development of ova and stimulate the production of other hormones in the ovaries (reproductive system).
CONNECT: the pituitary gland to one of the ovaries

The pituitary gland produces a hormone that regulates bone, muscle, and other tissue growth (muscular and skeletal systems).

The pituitary gland produces a hormone that stimulates the thyroid gland to produce other hormones.
CONNECT: the pituitary to the thyroid gland

The pituitary gland produces a hormone that stimulates the mammary glands to produce milk.
CONNECT: the pituitary gland to a mammary gland

The pituitary gland is called the master gland because it controls many other glands.

ACTIVITY 6 - OUTCOME 1 (continued)

Use other colors of yarn for the next part of the activity. You may use only one other color or many different colors.

The ovary produces hormones that cause the uterus to develop in preparation for pregnancy.
CONNECT: an ovary to the uterus

The ovary produces hormones that control the development of sex organs and secondary sex characteristics in females. In males, the testes produce hormones that control the development of sex organs and secondary sex characteristics.

The pancreas produces a hormone (insulin) that controls the breakdown of glucose. A deficiency of this hormone causes the disease diabetes. This is detected by a high level of sugar in the blood.
CONNECT: the pancreas to a major blood vessel

The adrenal glands produce a hormone (adrenaline) that increases heartbeat, blood pressure (circulatory system), and the production of glucose from glycogen in time of emotional and physical stress.
CONNECT: one of the adrenal glands to the heart

The thyroid gland produces a hormone that regulates metabolism.

Hormones are transported through the body by way of the circulatory system.

TOPIC: PROMOTING THE DEVELOPMENT OF A HEALTHY BODY

OUTCOMES:

9. Understand the importance of proper diet and the effects of being overweight or obese.

10. Discuss the basis of safe methods of weight control in relation to being physically fit.

18. Discuss some personal responsibilities for promoting and maintaining well being.

29. Use the values of exercise to promote a sense of well being.

ACTIVITY 7 - OUTCOME 9

Materials:
- A clock with a second hand
- A bathroom scale or equivalent
- HEART RATE RECORDING SHEET (Teaching Materials Section, p. 60)

Assign each student to a partner. Instruct students to perform the following tests on the partner and record the results on the HEART RATE RECORDING SHEET.

Measure and record the resting heart rate (basal metabolic rate, BMR). Do this by counting wrist pulse for 10 seconds and multiplying that number by six.

Walk briskly across the room 20 times. Measure and record the heart rate.

Weigh out a 15-pound stack of books. Walk briskly across the room 20 times while carrying this extra "load" of 15 pounds. Measure and record the heart rate.

Lead a discussion of the results of the tests. The discussion should include the following points:

- Exercise increases the heart rate.
- Extra personal body weight increases the heart rate.
- Increased heart rate means that the heart is working harder to supply oxygen to the body.
- The body needs more oxygen during periods of exercise because of increased energy production.
- Carrying extra weight can increase the heart rate.
- Extra body weight can cause the heart to work harder.
- Being overweight is not healthy for the heart.
- Being overweight can cause high blood pressure.
- Being overweight can cause joint diseases due to increased pressure on the skeletal system.
- Being overweight can cause emotional and social problems.

ACTIVITY 7 - OUTCOME 9 (continued)

Ask students to give examples of emotional and social problems related to being overweight. List the problems on the chalkboard. Discuss methods by which one can prevent being perceived as nagging yet can help overweight friends and family members by being supportive and encouraging weight loss.

List these methods on the chalkboard. Some suggestions to begin the discussion follow.

Friends/Parents

- participate in regular exercise program together.
- plan lunches to bring to school that are nutritious and low in calories.
- make a contract for a month with each other to replace high caloric content foods and snacks with more nutritious foods and snacks.

The emphasis should be on HEALTH rather than appearance.

ACTIVITY 8 - OUTCOME 9

Materials:
- Posters representing the foods of the four major food groups
- NUTRITIONFEST MENU handout (Teaching Materials Section, p. 61)
- Calorie charts
- Nutrition books and pamphlets, science texts containing chapters on nutrition, etc. Sources for materials could include the county extension office, the American Heart Association, local hospitals, and the local school media specialist.
- Paper cups, paper plates, and plastic forks
- Refrigerator or chest coolers for food storage

Display the food group posters in prominent places in the classroom. Divide the class into groups of four. Give the students the following instructions:

- The class will plan and hold a NUTRITIONFEST.
- Each group will plan a menu.
- Within each group, each member will be assigned one of the major food groups so that each food group is represented and every member has an assignment. (Assignments may be made by the teacher, or the students may be allowed to choose the food group).
- Each group should use reference materials to select menu choices. All choices should be nutritionally sound and balanced.
- Each choice should be easy to obtain and inexpensive.
- Each menu must be approved by the teacher, and each student's choice must be approved by a parent (a place for parental signature is provided on the handout).

On the day of the NUTRITIONFEST, students are to bring food selections to the classroom. All foods should be displayed (buffet style) by food groups. Before students are allowed to partake of the feast, each student should describe the food choice to the class, and explain how it fits into a nutritious diet.

ACTIVITY 9 - OUTCOMES 10 and 18

Materials:
- Calorie charts
- SUGGESTED WEIGHT handout (Teaching Materials Section, p. 62)
- ENERGY BALANCE handout (Teaching Materials Section, pp. 63-64)
- Bathroom scales
- Basal metabolic rates (BMR) calculated in Activity 7

Ask students to keep a log of daily activities with the length of time spent on each activity and also a log of the type and amount of food consumed on an average school day. Remind students to list ALL activities including eating, walking from class to class, riding a bike to the store, etc., and to include all snacks and "pinches" on their food list. Keep the log for one day and bring it to class to be used in the following activity.

Distribute student handouts. Using the information on the calorie charts, the handout, and in the daily log, instruct students to complete the MY CALORIC NEEDS handout. Lead the class in a discussion of how to safely adjust imbalances between energy input and energy expended. Instruct students to locate their suggested weight on the weight chart. Discuss safe ways of bringing weight into a healthy range.

ACTIVITY 10 - OUTCOMES 18 and 29

Materials:
- Resource person (coach, the physical education instructor, or a physical fitness instructor in the community)

Ask the resource person to speak to the class about the benefits of exercise in promoting aesthetic benefits and a sense of well being, to include relief from stress. Discuss ways to encourage and motivate students to become involved in a personal exercise program.

After the resource person speaks to the class, ask students to write an exercise contract and agree to participate in it for a month. The contract may include combinations of the following:

- jogging
- aerobics
- walking
- swimming
- weight lifting
- floor exercises

The contract should also include the amount of time to be devoted to the exercise program and the frequency of activities (jogging two miles at least four times a week).

At the end of the contract time, ask students to write a brief paragraph summarizing the benefits they received from the program. These benefits may be aesthetic only, they may include relief from stress, or they may be other health related benefits. The students may write the paragraph to describe their personal commitment to try to continue eating and exercising appropriately. Emphasize that these actions will help to promote and maintain physical and mental well being.

HEALTH - 8
CREATING A BETTER LIFE

TOPIC: PROMOTING THE DEVELOPMENT OF A HEALTHY BODY

OUTCOMES:
2. Identify the aesthetic and physical benefits of good dental health in relation to factors which contribute to diseases of the oral cavity.

3. Analyze factors which influence individual dental health needs, and describe proper methods of meeting those needs.

ACTIVITY 11 - OUTCOME 2

Materials:
- Resource person (dentist, dental assistant, etc.)
- DENTAL PROBLEMS chart (Teaching Materials Section, p. 65)
- Pictures of diseased oral cavities

The teacher and/or resource person will discuss personal responsibilities for promoting and maintaining good dental hygiene and will lead students in an analysis of dental diseases and disorders associated with poor dental health. The DENTAL PROBLEMS chart may be used to identify some dental problems, their basic descriptions, their causes, and their effects on the body.

Contrast benefits of good dental health with the consequences of poor dental health, using information from the chart and pictures of diseases and disorders of the oral cavity.

DENTAL PROBLEMS

DENTAL PROBLEM	BASIC DESCRIPTION	CAUSES	EFFECTS ON THE BODY
TOOTH DECAY	MINERAL DISSOLUTION OF A TOOTH; SUGAR AND PLAQUE INTERACTING TO FORM AN ACID WHICH ATTACKS THE TOOTH	COMBINATION OF EATING SUGARY FOODS TOO OFTEN AND IMPROPER CLEANING OF TEETH	UNFILLED CAVITIES CAUSE ABSCESSES, PAIN, AND TOOTH LOSS
GINGIVITIS	INFLAMMATION OF GUMS	ACCUMULATIONS OF BACTERIAL PLAQUE AND CALCULUS ON TEETH, IMPROPER BRUSHING AND FLOSSING; FAILURE TO CLEAN PLAQUE FROM GUMLINE, POOR DIET	MOUTH BREATHING; PUS ALONG GUMLINE; BAD BREATH, HORMONAL IMBALANCE; BLEEDING GUMS
PERIDONTAL DISEASE	INFLAMMATION OF GUMS, ADVANCED CASE OF GINGIVITIS	ACCUMULATIONS OF BACTERIAL PLAQUE AND CALCULUS ON TEETH, IMPROPER BRUSHING AND FLOSSING; FAILURE TO CLEAN PLAQUE FROM GUMLINE, POOR DIET	MOUTH BREATHING; PUS ALONG GUMLINE; BAD BREATH, HORMONAL IMBALANCE; BLEEDING GUMS; TOOTH LOSS, BONE LOSS
ABSCESSES	COLLECTION OF PUS IN THE TISSUES	BACTERIA-CAUSED INFECTION AS A RESULT OF TOOTH DECAY	VERY PAINFUL, SWOLLEN GUMS; INFECTION MAY SPREAD TO OTHER PARTS OF THE BODY
MALOCCLUSION	BAD BITE; UPPER AND LOWER TEETH DO NOT COME TOGETHER CORRECTLY	INHERITED--TOOTH SIZE AND JAW STRUCTURE; ENVIRONMENT--THUMB SUCKING, LIP BITING, CHEEK SUCKING	IMPROPER CHEWING; FACIAL DEFORMITIES LEADING TO EMOTIONAL DISTURBANCES; SPEECH DEFECTS, GUM DISEASES
ORAL CANCER	LESION OR ABNORMAL GROWTH THAT WILL NOT HEAL	LIP BITING; TAKING IMPROPER CARE OF TEETH; LEUKOPLAKIA (WHITE SPOTS ON LIPS, PALATE, OR INSIDE CHEEKS) IS ASSOCIATED WITH SMOKING, CHEWING TOBACCO, OR USING SNUFF	UNHEALED SORES ON LIPS, GUMS, OR INSIDE MOUTH, UNEXPLAINED NUMBNESS IN ANY PART OF THE MOUTH; BLEEDING IN MOUTH FROM NO APPARENT CAUSE

ACTIVITY 12 - OUTCOME 2

Materials:
- Magazines
- Newspapers
- Containers, wrappers, etc., from dental products

Ask students to identify aesthetic benefits of dental products promised by advertisements and statements on wrappers. Then, ask students to relate these to good dental health measures which prevent diseases of the oral cavity. This activity may be summarized on the chalkboard, using the following format:

PRODUCT	AESTHETIC BENEFIT	DENTAL HEALTH BENEFIT
name brand toothpaste	fresh breath/white teeth	reduction of cavities
dental floss	cleaner teeth and gums	reduction of cavities and gum disease

ACTIVITY 13 - OUTCOMES 2 and 3

Ask students to recall information presented in Activity 11 and to name and describe oral cavity diseases and disorders. After diseases and disorders have been described, ask students how these may be recognized, prevented, and treated. The activity may be summarized (using the chalkboard) according to the following format:

Disease/ Disorder	How Recognized	Causes	Treatment/ Activity Which Prevents	Foods Which Prevent	Foods Which Promote	Other Preventions Cures
Cavities						
Loss of teeth						
Gum diseases						
•						
•						
•						

This summary should be discussed at length to assure that students recognize the need for responsible attention to dental health throughout life.

HEALTH - 8
CREATING A BETTER LIFE

TOPIC: PROMOTING THE DEVELOPMENT OF A HEALTHY BODY

OUTCOME: 8. Discuss mother's and infant's needs for proper care.

ACTIVITY 14 - OUTCOME 8

Materials:
- PRENATAL CARE handout (Teaching Materials Section pp. 66-68)
- PRENATAL PUZZLE (Teaching Materials Section, pp. 69-72)

Lead students in a discussion of care needed for mothers prior to, during, and after birth of an infant. Relate how proper care of the mother prior to and during pregnancy affects the health of the infant. The handout PRENATAL CARE may be used to guide the discussion. The handout includes important topics to be discussed such as diet, liquids, rest, exercise, dental care, and drugs. To determine mastery of the information discussed, have students match the PRENATAL PUZZLE pieces. The puzzle contains information from the handout, and its design prevents students from mismatching pieces.

ACTIVITY 15 - OUTCOME 8

Materials:
- Sufficient number of raw eggs for each student in the class
- Felt-tip markers

Distribute an egg to each student. Explain that the eggs represent infants and must be treated with great care. Instruct students to draw faces on the eggs in order to simulate the look of a human infant. After the eggs are personalized, the teacher can sign each egg (so that student cannot substitute another egg if the original gets broken). Instruct students in the care and handling of infants. Students must keep their "child" with them at all times during the day. If this is not possible, arrangements must be made for a "baby sitter" to take care of the child. The child care should continue for one week.

At the conclusion of the activity, lead the class in a discussion of the implications of parenting. The discussion should include frustrations involving the inconvenience of having to devote time to the child, the fragile nature of the child, the reactions of others to the child, etc. From the discussion, create a list of frustrations and situations that the students have encountered. Instruct students to analyze each item on the list and to write possible solutions or strategies to the situations. Discuss the solutions, and emphasize that this activity provides students with some insights into the responsibilities involved in caring for an infant.

HEALTH - 8
CREATING A BETTER LIFE

TOPIC: PREVENTING DISEASE

OUTCOME: 4. Relate ways diseases are spread, and discuss methods of prevention.

ACTIVITY 16 - OUTCOME 4

Divide the class into groups, and assign one of the following topics to each group:

- Bubonic Plague (Black Death) Europe - Middle Ages
- Cholera Epidemic - India/China - 19th Century
- Typhoid Fever - World - Pre-20th Century
- Dysentery - North America - Pre-20th Century
- Flu Epidemic - Europe/United States - Early 20th Century
- Polio Epidemic - United States - Mid 20th Century
- AIDS Epidemic - World - Late 20th Century

Ask each group to research its topic using these questions as a guide:

- When and where did the epidemic take place?
- What was the impact on humans? (death toll, lifestyle, etc.)
- How did the disease spread in the population?
- How was the epidemic brought under control, or what steps are underway?

Following the completion of research, each group can make a presentation to the class. Encourage groups to create graphic displays to illustrate findings. The graphic illustrations could include maps, charts, graphs, and/or timelines. Lead a class discussion of the information presented by each group. During the class discussion stress the causes of the epidemic and the ways by which the epidemic was eventually curtailed. Conclude the activity by asking students to discuss methods of preventing these epidemics.

HEALTH - 8
CREATING A BETTER LIFE

TOPIC: PREVENTING DISEASE

OUTCOME: 6. Discuss the symptoms of the most common, sexually transmitted diseases (STDs).

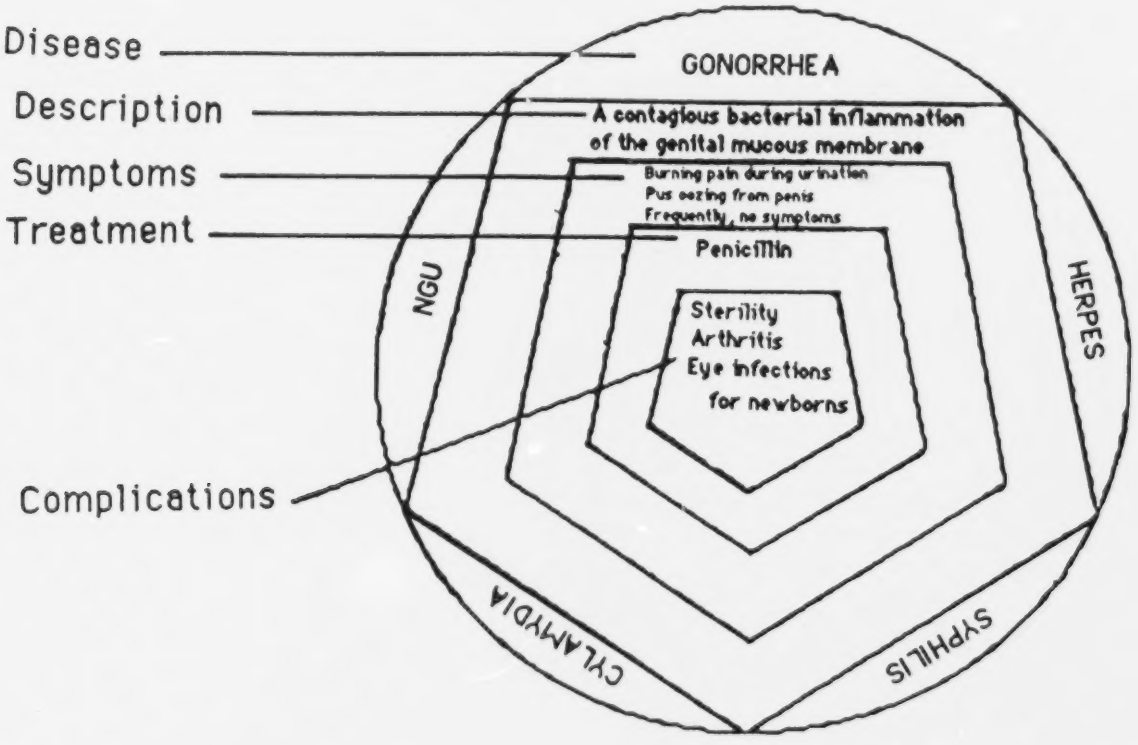
17. Discuss sexually transmitted diseases (STDs).

ACTIVITY 17 - OUTCOMES 6 and 17

Materials: • STD INFORMATION SHEETS (Teaching Materials Section, pp. 73-77)

Draw an STD information wheel on the chalkboard. Label areas for "Disease," "Description," "Symptoms," "Treatment," and "Complications." An example of a wheel containing information for gonorrhea follows.

STD INFORMATION WHEEL



ACTIVITY 17 - OUTCOMES 6 and 17 (continued)

Use the STD INFORMATION SHEETS for reference. Choosing one disease at a time, present information about each disease, using a lecture format. Following the presentation of information about each disease, ask students to recall the information. For each disease, use the drawing of the STD wheel on the chalkboard to complete the categories for each disease. Help students to recall facts presented in the lecture and to suggest appropriate placement of the facts on the STD information wheel.

HEALTH - 8
CREATING A BETTER LIFE

TOPIC: PREVENTING DISEASE

OUTCOMES: 20. Analyze and discuss responsible actions relating to the prevention and transmission of sexually transmitted diseases (STDs).

27. Apply the problem-solving method to situations which demonstrate the increased responsibility of individuals for making responsible decisions and for accounting for their personal behavior during the maturing process.

ACTIVITY 18 - OUTCOME 20

Materials:
- MYTHS ABOUT STDs handout (Teaching Materials Section, p. 78)
- MYTHS VS. FACTS ABOUT STDs handout (Teaching Materials Section, pp. 79-80)

Distribute copies of the MYTHS ABOUT STDs handout to students. Explain that each statement is a myth or an explanation that is not based on facts. Read each myth with the class. Ask the students to contribute other statements they have heard about STDs and to explain why people become confused about what is factual.

Distribute copies of the MYTHS VS. FACTS ABOUT STDs handout. Read the corresponding fact for each myth, and ask students to add additional facts which may contradict the myths. Discuss reasons why these myths interfere with responsible decisions about seeking treatment or diagnostic information.

ACTIVITY 19 - OUTCOME 27

Materials:
- SYSTEMATIC APPROACH TO DECISION-MAKING worksheet (Teaching Materials Section, p. 81)
- SITUATIONS FOR ANALYSIS handout (Teaching Materials Section, p. 82)

Review with students the systematic approach to decision making. Write the following five questions on the board:

1. What is the problem?
2. What are the important facts?
3. What are the possible solutions?
4. What are the responsible solutions?
5. What is the best solution?

Explain that students will use the systematic approach to decision making to analyze a situation involving making a responsible decision about sexually transmitted diseases.

ACTIVITY 19 - OUTCOME 27 (continued)

Divide the class into small groups for problem solving, and assign each group one of the following situations:

SITUATION 1

Joe has heard rumors about a good friend in his class who might be infected with an STD. Joe wants to help his friend. What is the most responsible thing Joe could do? Why?

SITUATION 2

Barbara knows someone who had an STD, went to a clinic, and was completely cured last year. Recently, it was revealed that the same person was reinfected with an STD because the sexual activity continued. That person is one of the most popular people in school, and Barbara has been wanting to date him. That date has been arranged now, and Barbara is really looking forward to it. Should Barbara change her mind about wanting to date that person? Why?

SITUATION 3

Emily discovered a sore in her genital area. It bothered her for a while, but it finally disappeared. Emily has never had sex with anyone, but she is afraid that she might be infected with an STD. What is the responsible decision she should make? Why?

SITUATION 4

Andy has made up his mind that he will not have sex with anyone until he is married. He has taken a strong stand on that decision. People have ridiculed and teased him . What is the responsible thing for Andy to do? Why?

Give each student copies of the SYSTEMATIC APPROACH TO DECISION MAKING worksheet and SITUATIONS FOR ANALYSIS handout. Ask each group to locate its assigned situation for analysis on the handout, to read the assigned situation, and to analyze the situation using the five questions on the SYSTEMATIC APPROACH TO DECISION MAKING worksheet. Ask students to record answers individually on their worksheets.

When all groups have completed analysis of their situations, lead a class discussion of each situation using the five questions on the SYSTEMATIC APPROACH TO DECISION MAKING worksheet. Emphasize the criteria for making responsible choices, and assist students in stating the best solutions which represent responsible choices.

HEALTH - 8
CREATING A BETTER LIFE

TOPIC: PREVENTING DISEASE

OUTCOMES: 5. Discuss Acquired Immune Deficiency Syndrome (AIDS) in relation to statistics on AIDS, economic costs, and impact of AIDS on society.

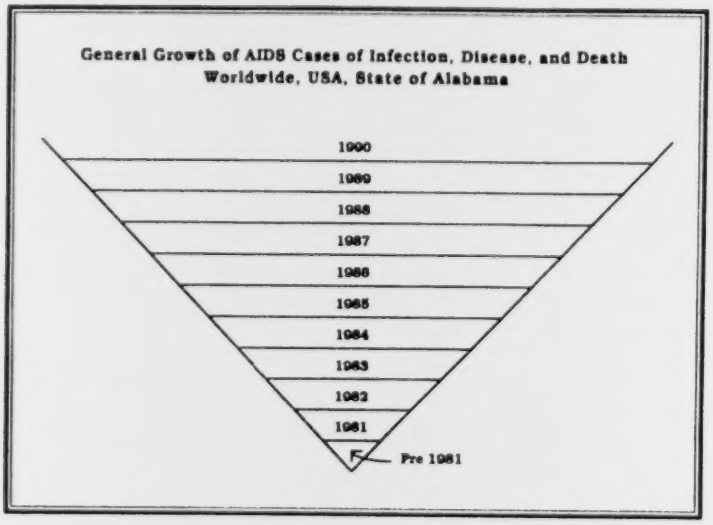
27. Apply the problem-solving method to situations which demonstrate the increased responsibility of individuals for making responsible decisions and for accounting for personal behavior during the maturing process.

ACTIVITY 20 - OUTCOME 5

Materials:
- GENERAL GROWTH OF AIDS CASES OF INFECTION, DISEASE, AND DEATH WORLDWIDE, USA, STATE OF ALABAMA Chart (Teaching Materials Section, p. 83)
- WORLDWIDE GROWTH TREND IN AIDS Graph (Teaching Materials Section, p. 84)
- FULL-BLOWN AIDS CASES IN THE UNITED STATES Graph (Teaching Materials Section, p. 85)
- NUMBER OF DEATHS RELATED TO AIDS IN U.S. Graph (Teaching Materials Section, p. 86)
- FULL-BLOWN AIDS CASES IN ALABAMA Graph (Teaching Materials Section, p. 87)
- NUMBER OF DEATHS RELATED TO AIDS IN ALABAMA Graph (Teaching Materials Section, p. 88)

Note: For the most recent statistics about AIDS, consult the local health department.

On the chalkboard draw an inverted triangle similar to the GENERAL GROWTH OF AIDS CASES OF INFECTION, DISEASE, AND DEATH WORLDWIDE, USA, STATE OF ALABAMA.

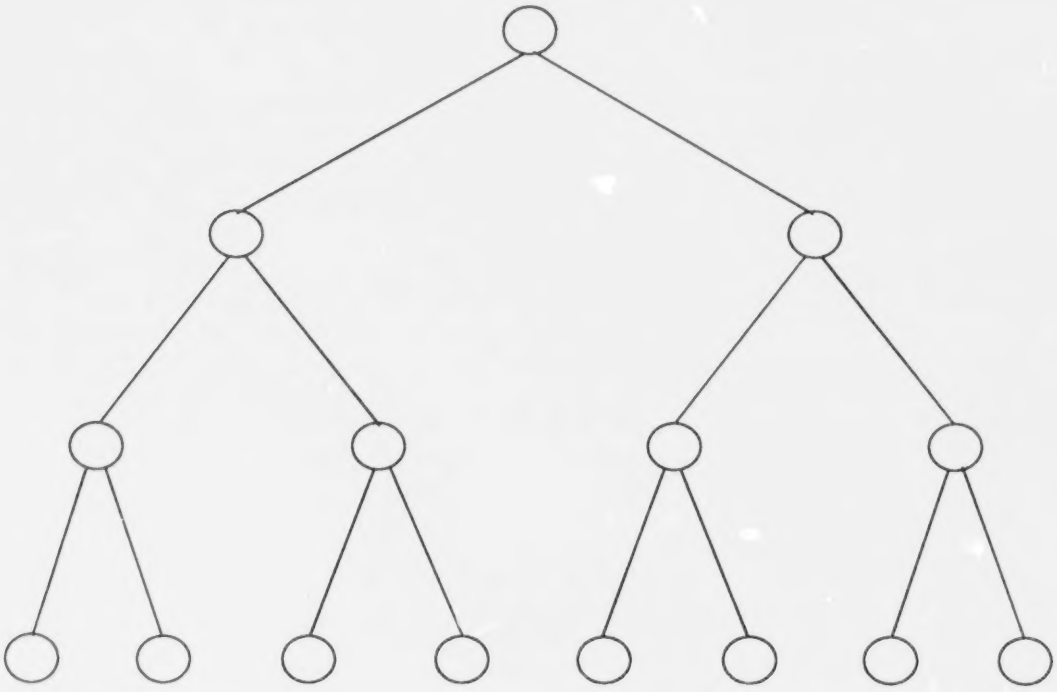


Explain the general growth trend associated with the AIDS epidemic. Students need to understand that the trend illustrated in the triangle has been typical of the growth in the number of cases of AIDS exposure, AIDS infection, full-blown AIDS, and AIDS-related death at the international, national, and statewide levels.

Explain to students that prior to 1981 very few AIDS-related cases were known. In 1981 when AIDS was identified, the total number of cases was relatively small. Since 1981, the general growth in the number of AIDS-related cases has been rapid; furthermore, the rapid growth is expected to continued as long as no cure and no vaccine are found.

One method by which students may better understand the growth trend is to involve them in a demonstration. Ask two students to come to the front of the class. Place one hand on one shoulder of each of the two students. Then ask four students to come to the front of the class to repeat the process of one person touching two people. Continue the exercise until all of the students have been a part of the demonstration.

The demonstration is illustrated with the following drawing:

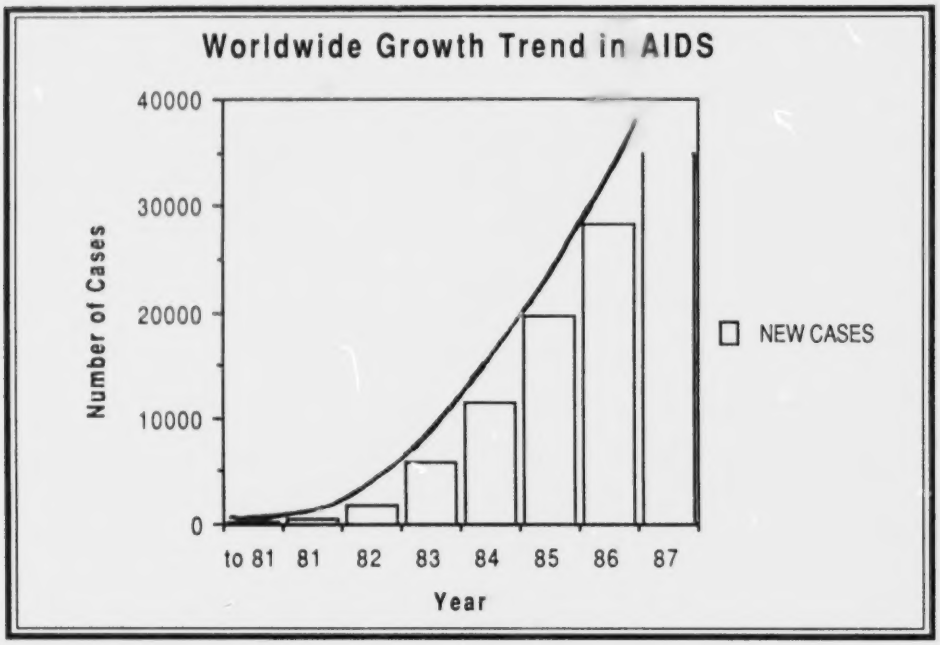


After students have returned to their seats, ask them to explain in their own words how the demonstration illustrates the growth trend in the number of AIDS cases and victims. Specifically, students should be able to explain the following concept:

One person has the potential to infect many other people.

Clarify any incorrect assumptions; for example, students may incorrectly assume that the AIDS virus is transmitted by touching. They also may incorrectly assume that one person can infect only two others.

Next, show the graph WORLDWIDE GROWTH TREND IN AIDS which illustrates the growth in the number of AIDS cases throughout the world.



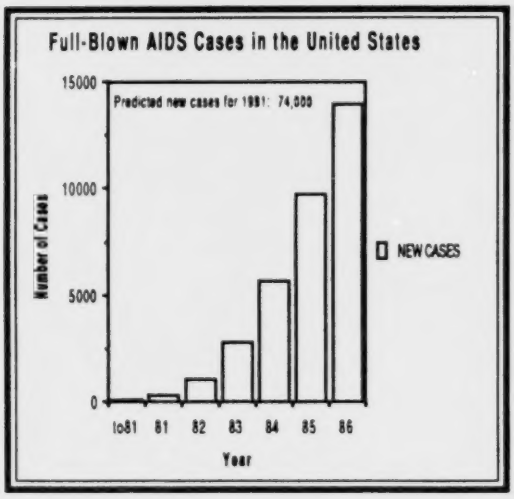
While students are looking at the graph, point out that the statistics for 1987 were incomplete at the time of publication; therefore, the bar is open. Emphasize the sharpness of the curve in the graph, and explain that the curve represents the growth trend in the number of reported AIDS-related cases throughout the world. Explain that the curve is based on the actual number of cases of full-blown AIDS and AIDS related deaths that have been recorded since AIDS was first reported in 1981. The worldwide statistics, however, are not correct because there is no accurate tracking system. In other words, a large number of AIDS cases and deaths go unreported.

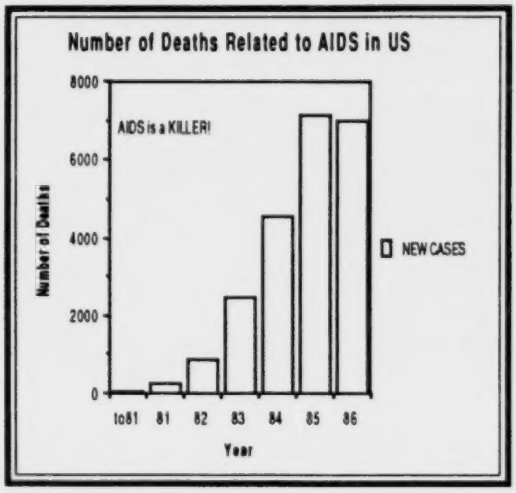
ACTIVITY 20 - OUTCOME 5 (continued)

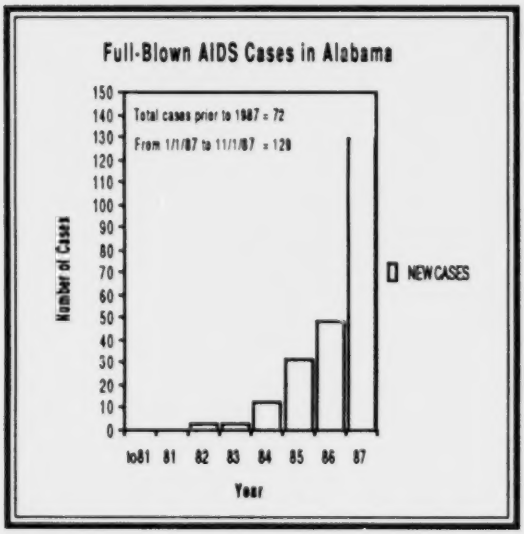
A problem even greater than the number of full-blown AIDS cases is the number of persons estimated to be infected with the AIDS virus. Estimates of the number of people infected with the AIDS virus range from 50 to 100 times the known number of cases of full-blown AIDS. These people may show no symptoms and may not know they are infected; however, they can still infect others.

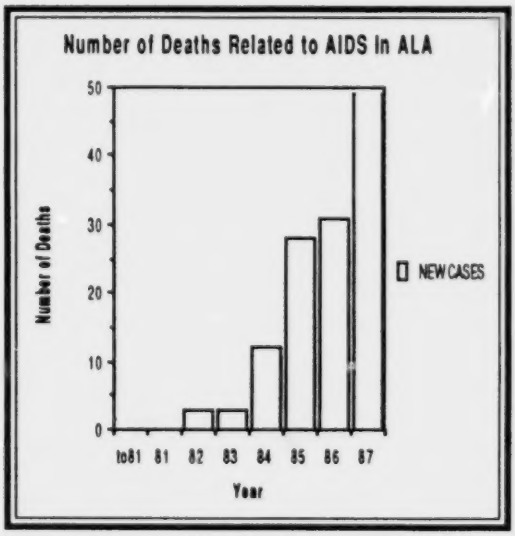
Show the graphs of the number of AIDS cases and AIDS deaths in the United States and in the state of Alabama:

- FULL-BLOWN AIDS CASES IN THE UNITED STATES
- NUMBER OF DEATHS RELATED TO AIDS IN THE U.S.
- FULL-BLOWN AIDS CASES IN ALABAMA
- NUMBER OF DEATHS RELATED TO AIDS IN ALABAMA









Again, note that the bars for 1987 are open, indicating incomplete data. Ask students to compare the trends illustrated in all four graphs. Do not emphasize actual numbers, but focus on the growing rate of AIDS-related cases and deaths. Ask students what we can expect if a vaccine and/or cure for AIDS is not found. Emphasize that AIDS is a killer because to date there is no cure for AIDS. Some AIDS victims die within six months of being diagnosed, and others live two or three years.

In conclusion, tell students that AIDS is a problem which is making an impact on many aspects of society: personal, medical, financial, political, educational, moral, and legal.

AIDS is a personal problem because everyone who engages in sexual activity is at risk from a partner who has had other sexual experiences.

AIDS is a medical problem because of the growing number of persons who require care and treatment and because of the health care professionals who need protection against infection.

AIDS is a financial problem because of the costs. Caring for one AIDS patient ranges from $50,000 to $200,000. AIDS could cause hospital costs to rise by 20 percent annually during the next two years, and insurance hikes could be as much as 25 percent.

AIDS is a political problem because legislators likely will be required to vote on numerous AIDS-related bills introduced into Congress and into state legislatures. Moreover, all candidates for public office likely will be compelled to answer questions about AIDS.

AIDS is an educational problem because people need reliable information regarding the threat it poses to them as individuals and as a society.

AIDS is a moral problem because it calls on people to be responsible for themselves and for others.

AIDS is a legal problem because victims of the disease must be protected from harassment and must be provided compassionate care. On the other hand, individuals who are not victims of the disease have the right to protect themselves from exposure to the AIDS virus.

Note: Information on this page was adapted from The Phyllis Schlafy Report, Vol. 20, No. 12, Section 1, July, 1987.

ACTIVITY 21 - OUTCOME 27

Materials:
- SYSTEMATIC APPROACH TO DECISION MAKING worksheet (Teaching Materials Section, p. 81)
- AIDS SITUATION FOR ANALYSIS handout (Teaching Materials Section p. 89)

Explain that students will use the systematic approach to decision making practiced in Activity 19. Distribute the SYSTEMATIC APPROACH TO DECISION MAKING worksheet and the AIDS SITUATIONS FOR ANALYSIS handout.

Ask students to analyze one situation from the handout by completing the worksheet. Explain that the class will discuss all six situations, although each student analyzes only one situation.

When students have completed analysis of their situations, lead a class discussion of each situation using the five questions on the SYSTEMATIC APPROACH TO DECISION MAKING worksheet. Emphasize the criteria for making responsible choices, and assist students in stating best solutions which represent responsible choices.

HEALTH - 8
CREATING A BETTER LIFE

TOPIC: AVOIDING HARMFUL SUBSTANCES

OUTCOME 11. Analyze the effects of drugs and alcohol on the body's system (e.g., respiratory, cardiovascular, digestive, endocrine), and discuss problems associated with their abuse.

ACTIVITY 22 - OUTCOME 11

Materials:
- HOW DRUGS AFFECT THE BODY worksheet and sample answers (Teaching Materials Section, pp. 90-91)
- Large chart (use chalkboard or make a transparency) displaying the information on the handout.
- Reference materials, such as encyclopedias, biology texts, health texts, and informational pamphlets and booklets from the State of Alabama Department of Education, local substance abuse programs, the American Heart Association, etc.

NOTE: This activity requires two class periods.

Day 1

Divide the class into groups of five or six students. Distribute the student copy of the worksheet HOW DRUGS AFFECT THE BODY to each student. Instruct the students to work in their groups to complete the worksheets by using the reference materials provided. Ask students to list the effects of the different substances on the body and the symptoms which occur from abuse. This research can be done in the classroom or in the school media center, according to the availability of reference materials. After students have completed their research, draw a blank chart on the chalkboard, and complete the information by asking each group to share their findings with the class. Discuss the students' findings, adding any significant information that was not covered. HOW DRUGS AFFECT THE BODY sample answers may assist in this part of the assignment.

Day 2

Use the class' chart completed in the previous day's activity. Display the class' completed chart, and make the following points:

- The chart lists the effects of substance abuse on the individual who is abusing the substance.
- Substance abuse affects other people, not just the individual.
- Substance abuse can be costly in many ways.

Ask students to identify orally some problems that may arise from the effects they have listed on the chart. List the problems on the chalkboard. The list may include the following: poor physical health, crime, loss of work, divorce, accidents, child abuse, and suicide. Lead the class in a discussion of these problems and their impact on the individual, the family, the community and society as a whole. Make the point that substance abuse is very rarely a problem limited to the individual; it has far reaching implications.

HEALTH -8
RESPONDING TO LIFE EFFECTIVELY

NOTES TO THE TEACHER

Adolescents are confronted with many challenges as they begin to establish independence; for example, young people are often confronted with the challenge of coping with the use and abuse of various drugs. Furthermore, young people are constantly reminded of the widespread availability of both legal and illegal drugs in our society.

The purpose of this unit is to help adolescents become aware of these challenges and to help them learn responsible coping and decision-making strategies. Coping and decision-making strategies include analyzing defense mechanisms and learning assertive and refusal skills.

Activities in the unit on Responding to Life Effectively cover two topics.

1. Learning Coping and Decision-Making Strategies

2. Using Coping and Decision-Making Strategies

HEALTH - 8
RESPONDING TO LIFE EFFECTIVELY

TOPIC: LEARNING COPING AND DECISION-MAKING STRATEGIES

OUTCOME: 28. Analyze factors in an individual's ability to develop assertive and refusal skills.

Materials:
- Posterboard and felt marker or chalkboard and chalk
- ASSERTIVE AND REFUSAL SKILL SITUATIONS handout (Teaching Materials Section, pp. 92-93)

ACTIVITY 23 - OUTCOME 28

Explain that this activity will help students identify different assertive and refusal skills. Make a poster listing factors in an individual's ability to develop assertive and refusal skills, or write factors on the chalkboard. A sample poster might look like this:

ASSERTIVE AND REFUSAL SKILLS

1. Identify wants and feelings in social relationships.
2. Verbalize positive and negative wants and feelings.
3. Persist in stating wants and needs.
4. Speak in a firm tone of voice.
5. Maintain eye contact.
6. Reinforce verbal statements with nonverbal gestures.

Display the poster, and discuss each assertive and refusal skill. Make sure that students understand each skill by giving or soliciting examples when necessary.

Distribute copies of the handout ASSERTIVE AND REFUSAL SKILL SITUATIONS. Read each situation, and help students identify examples of the six assertive and refusal skills listed on the poster.

Once students have practiced identifying examples of assertive and refusal skills, they practice the skills in role-play situations. Some sample situations follow.

A larger student threatens you each day for a dollar.

Your friends plan to cut school tomorrow. They are encouraging you to go with them.

You feel a tap on your shoulder during an exam. The student behind you wants the answer to a question.

As you walk through the hall, a student knocks your books out of your hands.

ACTIVITY 23 - OUTCOME 28 (continued)

Several friends plan to attend a local elementary school festival to do destructive acts.

During physical education class, a friend pulls out a joint and wants you to go to the rest room to smoke.

HEALTH - 8
RESPONDING TO LIFE EFFECTIVELY

TOPIC: LEARNING COPING AND DECISION-MAKING STRATEGIES

OUTCOME 26. Discuss defense mechanisms, their usefulness, and times when they may be harmful.

ACTIVITY 24 - OUTCOME 26

Materials: • DEFENSE MECHANISMS handout (Teaching Materials Section, p. 94)

Distribute the DEFENSE MECHANISMS handout, and discuss the definitions with students. Ask students to think of instances in their personal experiences when these defense mechanisms were utilized. Students may share their experiences and may want to discuss the consequences of their actions. As a class, they could evaluate the value of harm of each defense mechanism. Their experiences and comments may be summarized in a chart similar to the following:

EXPERIENCE	DEFENSE MECHANISM USED	CONSEQUENCES	VALUE
A friend purchased a sweater I wanted before I could get to the store to purchase it myself.	Rationalization (I really didn't want the sweater anyway.)	I no longer wanted the sweater as badly.	This is a healthy reaction if not over used.
I was mad at my mother for not letting me go to Bob's house, and I pushed my little sister down for no reason.	Displacement (I took my hostility out on my sister.)	My mother got really mad with me and punished me.	My anger was displaced, but I need to find better ways of alleviating anger.
I put off doing my science project, and my teacher gave me a bad grade because she doesn't like me.	Projection (I project the blame for my difficulties onto my teacher.)	I received a bad grade because I did not discipline myself to complete my project on time.	This is a bad mechanism to use because I do not accept responsibility for my actions.

HEALTH - 8
RESPONDING TO LIFE EFFECTIVELY

TOPIC: USING COPING AND DECISION-MAKING STRATEGIES

OUTCOMES: 30. Understand methods of coping with social and emotional pressures without using substances.

31. Analyze influences which cause people to decide to use or not to use drugs.

32. Apply the problem-solving process to situations throughout life which will enhance the individual's probability of saying "NO" to substance abuse.

ACTIVITY 25 - OUTCOMES 31 and 32

Materials:
- 3 x 5 index cards (one per class member)
- THE DECISION-MAKING PROCESS handout (Teaching Materials Section, p. 95)

Ask students to generate a list of decisions they make that are often affected by peer pressure. Examples may include the following: dress - specific brands, length, style; appearance - types of clothes worn, hair styles, length of hair; fads (will vary from school to school); course selections; spare time activities; tape or record purchases.

Ask students to volunteer specific examples of decisions made and to describe ways in which peers pressured them to make decisions. Use these questions to discuss the role of peer pressure in decision-making.

What was your reaction to the peer pressure?

What techniques from your peers affected you the most?

Did you resist? How?

What factors help one to resist peer pressure?

Explain that peer pressure is an important influence that can cause people to decide to use or not to use drugs. Ask students to list other examples of influences that can cause people to use or not to use drugs. Examples may include the following:

- peer pressure
- personal values and goals
- the authority of adults such as parents, teachers, and ministers
- the legal consequences
- the physical consequences

ACTIVITY 25 - OUTCOMES 31 and 32 (continued)

Distribute copies of the THE DECISION-MAKING PROCESS handout. Briefly review the steps of decision-making: define the problem; look at influences; identify alternatives; look at risks and results; and decide, act, and evaluate.

Distribute one index card to each student. Ask students to write a brief description of a situation that includes a dilemma about any drug including alcohol, marijuana, tobacco, crack, etc. Students should not sign the cards. Collect the cards, and screen them briefly to ensure appropriate content.

Divide the class into small groups. Distribute as many cards as the group has members. Ask the group members to use the decision-making process to solve the dilemmas submitted by the students. Remind students to choose the one most responsible solution for each dilemma.

Ask groups to select at least one dilemma to share with the class. As groups present, help the class by appropriate discussion, to ensure that responsible choices have been made.

ACTIVITY 26 - OUTCOME 30

Ask students to give examples of reasons why people use drugs. List these on the chalkboard. Then, ask students to look at each reason and to suggest an alternative or a method of coping without using drugs. Finally, ask students to list activities or areas of interest which will assist students in coping or avoiding situations which may result in drug usage.

A chart with sample answers follows.

REASONS PEOPLE USE DRUGS	METHODS OF COPING WITH SITUATIONS	BENEFICIAL ACTIVITIES
Escape from hopeless situations	Believing that success is attainable Succeeding in work or school	Openness to involvement in school activities Seeking advice from an adult such as teacher, counselor, minister, rabbi
Pressure from peers	Having strong self-cept and refusal skills	Healthy social outlets
Excitement or fun	Being realistic as to consequences	Enjoyable exercise Sports competition Individual activities, such as dancing

ACTIVITY 26 - OUTCOME 30 (continued)

Discuss the value of each activity as it contributes to physiological, social, intellectual, and emotional well-being. Then ask students to list several situations and beneficial activities in which they are interested and which can be used to refuse drugs.

HEALTH - 8
RESPONDING TO LIFE EFFECTIVELY

TOPIC: USING COPING AND DECISION-MAKING STRATEGIES

OUTCOME: 19. Identify and know the role of agencies (especially local agencies) that work with teenagers in the prevention or treatment of drug abuse.

ACTIVITY 27 - OUTCOME 19

Materials: •COMMUNITY ALLIANCE NETWORK REGIONS referral guide (Appendix A, pp 106-112)

Consult the COMMUNITY ALLIANCE NETWORK REGIONS referral guide for a contact person for the county in which the school is located. Ask the contact person to recommend a speaker for the following topic:

Local agencies that work with teenagers in the prevention and treatment of drug abusers.

A juvenile probation officer is an excellent resource for this topic.

Contact the recommended speaker well in advance. Instruct the speaker to emphasize the following:

Names of local agencies that work with teenagers in the treatment of drug abuse

People in law enforcement who work with agencies to ensure that teenagers' treatments comply with the sentences

Examples of types of crimes that result in drug treatment sentences

Role of the judge in determining who shall receive treatment

Role of the probation officer in ensuring that the child is fulfilling the terms of the treatment requirements

Financing of drug rehabilitation treatment

Effectiveness of drug rehabilitation programs

Differences between private and public-supported treatment facilities

Prior to the speaker's visit, introduce students to the role of agencies that work with teenagers in the treatment of drug abuse. Ask each student to prepare a question regarding the prevention of or treatment of drug abuse. Preview students' questions so that they are worded clearly and concisely.

Reserve time following the speaker's lecture for students to ask questions.

HEALTH -8
CONTRIBUTING TO A BETTER LIFE FOR SOCIETY

NOTES TO THE TEACHER

In order to contribute to a better life for society, young people must have good health. Good health is not only a product of proper diet, exercise, and rest; it is also a product of responsible behavior. Students are taught that responsible behavior includes understanding safety and emergency procedures, evaluating consumer health information, and analyzing effects of and solutions to pollution. Also, students are made aware of various public and private agencies that can assist them in the quest for good health.

Activities in the unit on Contributing To A Better Life For Society cover three topics.

1. Understanding Safety and Emergency Procedures

2. Evaluating Consumer Health Information

3. Analyzing Effects Of and Solutions To Pollution

HEALTH - 8
CONTRIBUTING TO A BETTER LIFE FOR SOCIETY

TOPIC: UNDERSTANDING SAFETY AND EMERGENCY PROCEDURES

OUTCOMES: 15. Understand that a relationship exists between behavior and causes of accidents, and formulate rules for individual responsibility in observing safety regulations.

16. Discuss basic safety precautions and emergency care procedures to be followed in life-threatening situations.

ACTIVITY 28 - OUTCOME 15

Help students identify factors that contribute to accidents. These factors can be listed in at least two categories, environmental and human. Environmental factors include weather, poor or faulty lighting, stairs or inclined walk-ways without handrails, and crowding. Some human factors are stress, fatigue, sports, horseplay, disregard or violation of rules, improper training,and lack of experience. These contributing factors to accidents when placed with other contributing elements result in the stimulus that causes the accident. Contributing elements may be classified as vehicles, recreational equipment, animals, electricity, fire, or gas, among others. When the influencing factors and the contributing elements come together, the stimulus for the accident occurs; for example:

- person catching toe of shoe on carpet
- person hanging heel of shoe on stair
- person slipping on loose rug
- car slipping/skidding on wet pavement

All factors may be present, yet the accident never occurs. Have students list accidents in which they have been involved or accidents which were avoided. List on the board the factors they think caused the accident, prevented the accident, or could have prevented the accident.

ACCIDENTS	CAUSES	MEANS OF PREVENTION
falling on staircase	hanging heel of shoe on stair	- holding onto handrail - being more thoughtful - going down stairs more slowly
car skidding	wet pavement	- stopping more slowly - pacing distance between car more effectively to allow more time to stop
car skidding	stress/slower response time	- keeping thoughts on driving - relaxing before driving - responding less severely to situation (Do not apply brakes as hard.)

ACTIVITY 28 - OUTCOME 15 (continued)

As a summary to this activity, assign students a given number of potential accidents, and have them formulate rules that would help prevent the accident from occurring. The means of prevention part, which was listed on the chalkboard, may be very helpful in this summary.

ACTIVITY 29 - OUTCOME 16

Explain to the students that the stop, drop, and roll method of extinguishing a flame on clothing consists of the following three steps:

1. Stand absolutely still. (Any movement may fan the flames.)
2. Drop to the ground or floor.
3. Roll on the ground or floor to smother the flames.

Ask students to demonstrate the stop, drop and roll method used when clothes catch fire. Assign students to perform the following skit:

Student 1: (Read aloud) - "Stop! Do not run! - You will only fan the flames."

Student 2: Drops to the floor so rising smoke and flames will not reach the lungs.

Student 1: (Read aloud) - "Roll back and forth to smother the flames!"

Bring pairs of students to the front of the class to demonstrate this procedure several times.

Other activities might include the following:

- demonstrate how to exit a home when the smoke detector alarms
- demonstrate how to use a fire extinguisher to extinguish a fire

ACTIVITY 30 - OUTCOMES 15 and 16

Materials:
- Books or pamphlets on emergency/hazard situations
- HAZARD/EMERGENCY SHEET (Teaching Materials Section, p. 96)
- HAZARD/EMERGENCY SHEET sample handout (Teaching Materials Section, p. 97)

After completing Activities 28 and 29, divide the class into groups, and assign each group several emergency situations; for example, accidents in the kitchen, accidents in the bathroom, accidents in the workshop, accidents due to falls, or emergencies due to health situations. After each group has a topic (situation), have the group list accidents that occur in that area, actions to be taken should the accident occur, and methods of preventing the accident. When the groups have all of their information together, have the groups share their findings. All of the information may be compiled into a safety/emergency manual that students may carry home and share with their parents.

Students can use the HAZARD/EMERGENCY SHEETS to compile pages in the manual. HAZARD/EMERGENCY SHEETS can be grouped by categories for quick referencing.

HEALTH - 8
CONTRIBUTING TO A BETTER LIFE FOR SOCIETY

TOPIC: EVALUATING CONSUMER HEALTH INFORMATION

OUTCOMES: 12. Discuss the responsibilities and purposes of health agencies/organizations (governmental and non-governmental) and the problems which could arise if they did not exist.

13. Discuss sources of health information and/or misinformation as they relate to consumer health benefits.

ACTIVITY 31 - OUTCOME 13

Materials:
- Labels from medicines (Teacher obtains from local pharmacy or pharmacist.)
- Labels from health products (acne medications, toothpaste, mouthwash, cosmetics...)

Help students create a list of health products and services that they think will be beneficial or needed by them at the present time or in the future. The list may include items such as: acne medication, dandruff medication/shampoo, antiseptics for cuts/abrasions, oral hygiene products, pain relievers (over-the-counter), personal hygiene products, cosmetics, check-up (medical and dental), health services, and health insurance.

When the list is completed, let students choose several products/services about which they want to know more. The students may organize their information in a chart. They may want to extend the amount of information gathered to include a particular area of interest; but they should at least include what ailment the product/service is for, what medicine/treatment may be used, what symptoms the ailment has, whether relief from using the product/service is temporary or long-lasting, and whether the product/service is a preventive or a cure.

Example:

Name of Disease/ Disorder/Ailment	Medicine/ Treatment Recommended	Does It Treat Cause of Symptom?	Is Relief, Temporary or Sustained?	Is It A Preventive or Cure?
bad breath	mouthwash (name brand)	maybe	temporary	preventive
acne	soap (name brand)	yes	temporary	preventive cure
physical check-up	yearly	--	--	preventive

ACTIVITY 31 - OUTCOME 13 (continued)

When students complete gathering and organizing their information, continue the activity with a discussion that focuses on products: intended use, ingredients, dosages, warnings, services, need for, availability, and affordability. Help students to evaluate products/services in terms of prices and quality and not to be lead into purchasing by false claims. Help them make wise choices by evaluating the products as described above and by use of comparative shopping.

ACTIVITY 32 - OUTCOME 13

Materials:
- Labels from medicines (Teacher obtains from local pharmacy or pharmacist.)
- Labels from health products (acne medications, toothpaste, mouthwash, cosmetics...)
- COMPARATIVE CHECKLIST (Teaching Materials Section, p. 98)

Assign four brands of the same product, and ask students to evaluate each brand in terms of ingredients, cost, quantity, warnings, side effects, and frequency of use. Students may use the COMPARATIVE CHECKLIST to summarize information from labels. After students have completed their checklist, ask them to decide which product would be the best choice in terms of price and quality.

ACTIVITY 33 - OUTCOME 12

As a classroom activity, ask students to write letters to health agencies requesting information about areas of responsibility, purpose of the organization, and services offered. Agencies to contact include the following:

American Medical Association
535 N. Dearborn Street
Chicago, IL 60610

American Dental Association
211 E. Chicago Avenue
Chicago, IL 60611

American Pharmaceutical Association
2215 Constitution Avenue, N.W.
Washington, D.C. 20037

National Association for Mental Health
1800 N. Kent Street
Rosslyn, VA 22209

Regional Mental Health Center
(address in local telephone directory)

Better Business Bureau
(address in local telephone directory)

County Health Department
(address in local telephone directory)

ACTIVITY 33 - OUTCOME 12 (continued)

After information has been received, ask students to report on responsibilities and purposes of the organization. Compile a list of services offered. Discuss problems which would arise if these services were withdrawn.

HEALTH - 8
CONTRIBUTING TO A BETTER LIFE FOR SOCIETY

TOPIC: ANALYZING EFFECTS OF AND SOLUTIONS TO POLLUTION

OUTCOMES: 7. Discuss sources, physical effects, and problems related to pollution.

14. Discuss the role of government as it relates to expenditures of tax monies, development of standards for control, and prevention of disease or harm to the human body.

ACTIVITY 34 - OUTCOMES 7 and 14

Ask students to make observations and take photographs, over a two or three week period, of pollution in their communities. After students gather their information, help them to organize and record their information on site cards as illustrated below.

SITE CARDS

POLLUTION SITE: Industrial DESCRIPTION: Smoke bellowing from plant with residue settling on surrounding areas	Picture
POLLUTION SITE: Roadside DESCRIPTION: Cluttered with cans, bottles, and paper	Picture
POLLUTION SITE: Roadside DESCRIPTION: Old decaying building with rubbage and junk scattered around	Picture

Other sites may be: school and campus, recreational areas, waterways.

ACTIVITY 34 - OUTCOME 7 and 14 (continued)

After students have organized and recorded their information on the SITE CARDS, ask them to extend the project to include the source of the pollution, types of pollutants, and the cause of the pollution listed on the SITE CARDS. Each SITE CARD could be followed by SOURCE/SOLUTION CARD.

SOURCE/SOLUTION CARD

Industrial

POLLUTION SOURCE: Steel Mill

POLLUTANTS:
Smoke in air
Sulfur and iron ore sediments
Chemicals in streams
Increased temperature in streams
Noise within mill

CAUSE: Neglect

SOLUTIONS:
Installation and use of environmental protection equipment to reduce smoke, to remove sediments prior to release into the air, to remove chemicals, and to cool water prior to dumping into streams.

Implementation of safety practices for employees to wear hearing protection equipment.

Next ask the class to divide into groups. Assign each group several of the situations outlined on the cards, and have each group determine what responsible actions should be taken in each situation by the following groups or individuals:

- governmental agencies
- students (private citizens)
- adults (private citizens)
- office holders

Explain that students will obtain information from a news medium. Have the groups choose a news medium (newspaper, magazine, radio, television) and gather information on diseases caused from the different types of pollution. After this has been completed groups may share their information and discuss the role of government in expending monies to control and/or prevent diseases and disorders caused by pollution. Students may want to pretend to be in governmental positions (e.g., mayor and town council) with the responsibility for finding solutions to the problems of controlling the particular disease-causing pollution, including expending monies for pollution control. Students may also want to include their duties as citizens in assisting governmental agencies in pollution control. Solutions may be reported to the class by a spokesperson from each group.

Teaching Materials Section

DESCRIBING YOUR EMOTIONS

Worksheet

HAPPINESS IS

A WARM PUPPY

ANGER IS

ENVY IS

FEAR IS

GUILT IS

LOSING YOUR DAD'S CAR KEYS

LOVE IS

PRIDE IS

SHAME IS

ANXIETY IS

FRUSTRATION IS

DESCRIBING MATURE/IMMATURE BEHAVIOR
Worksheet

#1

KATHY'S SITUATION: Kathy, a thirteen-year-old girl, asked permission of her parents to go white-water canoeing with a group of older students. Kathy's parents were concerned about safety and denied permission. Kathy was upset.

Identify Kathy's probable emotions: _____

_____

Identify Kathy's parents' responsibilities: _____

_____

Identify a possible immature response for Kathy: _____

_____

Identify a possible mature response for Kathy: _____

_____

#2

JOEY'S SITUATION: Joey, an eighth-grade student, wants a motorcycle because several of his friends have them. His mother is concerned about Joey's safety and says "No." Joey feels angry with his mother and is envious of his friends.

Identify Joey's probable emotions: _____

_____

Identify Joey's parents' responsibilities: _____

_____

Identify a possible immature response for Joey: _____

_____

Identify a possible mature response for Joey: _____

_____

DESCRIBING MATURE/IMMATURE BEHAVIOR
Worksheet

#3

BOB'S SITUATION: Bob, a fourteen-year-old who is small for his age, has been threatened by Rodney, a larger well-developed fourteen year old. Rodney told Bob that he would beat him up as soon as he could find him alone. Bob's father knows about the threat and wants to go see the school principal, but Bob does not want his father to go.

Identify Bob's probable emotions: _____

_____

Identify Bob's parents' responsibilities: _____

_____

Identify a possible immature response for Bob: _____

_____

Identify a possible mature response for Bob: _____

_____

#4

MISSY'S SITUATION: Missy, an eighth-grade brunette, wants to change her hair color to blond. Missy's stepmother is opposed to this and has discussed her opinions with Missy. Missy disagrees with her stepmother's position and has told her father.

Identify Missy's probable emotions: _____

_____

Identify Missy's parents' responsibilities: _____

_____

Identify a possible immature response for Missy: _____

_____

Identify a possible mature response for Missy: _____

_____

DESCRIBING MATURE/IMMATURE BEHAVIOR
Worksheet
(Teacher Copy)

#1

KATHY'S SITUATION: Kathy, a thirteen-year-old girl, asked permission of her parents to go white-water canoeing with a group of older students. Kathy's parents were concerned about safety and denied permission. Kathy was upset.

Identify Kathy's probable emotions: anger, frustration

Identify Kathy's parents' responsibilities: to care for the safety of their daughter

Identify a possible immature response for Kathy: to sulk and to say that her parents do not trust her

Identify a possible mature response for Kathy: to accept her parents' decision and to say that maybe she can go when she is older.

#2

JOEY'S SITUATION: Joey, an eighth-grade student, wants a motorcycle because several of his friends have them. His mother is concerned about Joey's safety and says, "No." Joey feels angry with his mother and is envious of his friends.

Identify Joey's probable emotions: envy, anger, frustration

Identify Joey's parents' responsibilities: to ensure that Joey has safe transportation

Identify a possible immature response for Joey: to worry about what his friends will think

Identify a possible mature response for Joey: to tell his mother that he understands her position

DESCRIBING MATURE/IMMATURE BEHAVIOR
(Teacher copy)

#3

BOB'S SITUATION: Bob, a fourteen-year-old who is small for his age, has been threatened at school by Rodney, a larger well-developed fourteen year old. Rodney told Bob that he would beat him up as soon as he could find him alone. Bob's father knows about the threat and wants to go see the school principal, but Bob does not want his father to go.

Identify Bob's probable emotions: fear, anxiety, frustration

Identify Bob's parents' responsibilities: to show concern for Bob's health and safety at school

Identify a possible immature response for Bob: to live in fear and to try to avoid Rodney at all times

Identify a possible mature response for Bob: to trust his father to talk to the principal or to go to talk to the principal himself

#4

MISSY'S SITUATION: Missy, an eighth-grade brunette, wants to change her hair color to blond. Missy's stepmother is opposed to this and has discussed her opinions with Missy. Missy disagrees with her stepmother's position and has told her father.

Identify Missy's probable emotions: anger, frustration

Identify Missy's parents' responsibilities: to help Missy avoid a decision she might later regret

Identify a possible immature response for Missy: to complain to her father that her stepmother is unfair

Identify a possible mature response for Missy: to accept her stepmother's decision and to ask for a compromise involving choice of new hair style

CLASSIFICATIONS OF LOVE
Handout

Self-Love

Self-love is a gift that we give ourselves. To love ourselves is the beginning of being able to love others because we cannot give what we do not have.

Self-love involves feeling good about ourselves as unique individuals. It happens when we are willing to see ourselves honestly and at the same time to believe in the "best" that is in us.

When we love ourselves, we are free to "be" ourselves instead of feeling that we must play roles. We are free to "be" ourselves because we are not dependent on others for love and approval.

Romantic Love

Romantic love occurs when a strong physical attraction connects two people. Romantic lovers share a feeling of oneness, each feeling completed by the other. Romantic lovers have the idealistic expectation that the partner will meet all the person's needs.

Because of its intensity and idealistic nature, romantic love does not last. It is unrealistic often because one person views the loved one as a partner who can do no wrong, and the person becomes disillusioned when the loved one does not meet expectations. People often feel that they have fallen out of love, but in a healthy love relationship people often fall in and out of romantic love. Romantic love is replaced in a healthy relationship by a more honest assessment of each other's strengths and weaknesses.

Mature Love

Mature love is an unselfish love in which two people share concern, compassion, and commitment. It involves honesty in sharing personal feelings.

Mature love is a love that is stable enough to be a source of nurture to others. For example, parents' mature love for each other provides a model for their children to feel secure and to show love to others.

Give and take love, a type of mature love, occurs in a relationship that is mutual, not in one direction only. In this relationship, partners are free to give and take from each other as needs and circumstances are present.

Altruistic Love

Altruistic love is an unselfish concern for the welfare of others. An altruistic person considers how his or her behavior will affect others both now and in the future. Brotherly love is a type of altruistic love.

An Act of the Will

An important thought to remember is that love is an act of the will. We choose to love others, and we choose to fall in love.

MOTIVATION AND BEHAVIOR
Handout

Definitions:

Motivation: a force, drive, or incentive that stimulates or influences behavior.

Behavior: one's actions; what one does.

Extrinsic: originating from causes or factors outside the body.

Intrinsic: originating from causes or factors inside the body.

Reinforcement: that which causes a behavior to increase or to become more frequent.

SAMPLE ANALYSIS

Write the goal: To make a good grade on a science test.
A good grade will be one above 85.

List the behaviors which will achieve the goal:

1. Listening in class.
2. Reading assigned material.
3. Taking notes in class and when studying.
4. Studying notes and assigned material.

List the possible types of extrinsic motivation:

1. Status with peers.
2. Eligibility for team sports.
3. Lack of restriction by parents.
4. Approval of teacher.

List the possible types of intrinsic motivation:

1. Pride in accomplishment.
2. Joy that comes from learning.
3. Pride in being able to discipline oneself.

What will be the reinforcement to continue the behavior?

Types of extrinsic and intrinsic rewards
which cause the behaviors to continue, or
whatever causes the good study habits to continue.

ANALYZING MOTIVATION AND BEHAVIOR
Worksheet

GOALS FOR SMALL-GROUP ANALYSIS:

1. Goal: To make the final cut in a team sport
2. Goal: To lose twenty (20) pounds in ten (10) weeks
3. Goal: To progress to advanced classes as fast as possible (Classes may include either academic, sports, or fine arts activities.)
4. Goal: To complete weekly chores without being reminded
5. Goal: To avoid arguing with your brother or sister for one month

Write the goal._____

_____

List the behaviors which will achieve the goal._____

_____

_____

List the possible types of extrinsic motivation._____

_____

_____

List the possible types of intrinsic motivation._____

_____

_____

What will be the reinforcement to continue the behaviors?

_____

_____

_____

_____

HEART RATE RECORDING SHEET

NAME _____

RESTING HEART RATE: _____

HEART RATE AFTER WALKING: _____

HEART RATE AFTER WALKING WITH EXTRA WEIGHT: _____

NUTRITIONFEST MENU
HANDOUT

NAME: _____

PARENT SIGNATURE: _____

MILK GROUP

STUDENT: _____

FOOD CHOICE: _____

MEAT GROUP

STUDENT: _____

FOOD CHOICE: _____

FRUITS AND VEGETABLES GROUP

STUDENT: _____

FOOD CHOICE: _____

BREAD AND CEREAL GROUP

STUDENT: _____

FOOD CHOICE: _____

SUGGESTED WEIGHT CHART
HANDOUT

GIRLS Weight, lightly clothed			
Height barefoot	Small frame	Medium frame	Large frame
4'8"	85-91	89-100	97-112
4'10"	89-97	94-106	102-118
5'0"	95-103	100-112	102-124
5'2"	101-109	106-119	114-131
5'4"	107-116	113-128	122-139
5'6"	115-124	121-136	130-147
5'8"	123-133	129-144	138-156
5'10"	131-141	137-152	145-166
6'0"	139-149	145-160	154-176

SUGGESTED WEIGHT CHART

BOYS Weight, lightly clothed			
Height barefoot	Small frame	Medium frame	Large frame
5'1"	100-108	106-117	114-129
5'3"	106-114	112-124	120-136
5'5"	112-121	118-131	126-144
5'7"	120-129	126-140	135-154
5'9"	128-138	134-148	143-162
5'11"	136-146	142-158	152-172
6'1"	144-155	150-168	161-182
6'3"	152-163	160-178	170-192

ENERGY BALANCE
HANDOUT

1. List your activity, according to type, in section A.

2. List your food and approximate calories in section B.

SECTION A: ENERGY EXPENDED

ACTIVITY	MINUTES		ENERGY EXPENDED
Sitting (At rest, reading, writing, eating, studying, watching TV)	_____	x .07 =	_____
Standing	_____	x .29 =	_____
Personal necessities (dressing, bathing)	_____	x .43 =	_____
Exercise - very light (walking at school without books, light household chores)	_____	x .61 =	_____
Exercise - light (doing laundry, playing piano, sweeping, walking at school with books)	_____	x .90 =	_____
Exercise - moderate (bicycling, baseball, ballroom, ballroom, walking briskly)	_____	x 1.51 =	_____
Exercise - active (fast dancing, horseback riding, skating, walking rapidly)	_____	x 2.41 =	_____
Exercise - very active (tennis, running)	_____	x 3.89 =	_____
Exercise - heavy (basketball,boxing, football, wrestling, rowing, swimming)	_____	x 5.11 =	_____
		Total	_____
		+ BMR =	_____

ENERGY BALANCE
HANDOUT
(Page 2)

SECTION B: CALORIC INTAKE

Foods	Calories

DENTAL PROBLEMS
CHART

DENTAL PROBLEM	BASIC DESCRIPTION	CAUSES	EFFECTS ON THE BODY
TOOTH DECAY	MINERAL DISSOLUTION OF A TOOTH; SUGAR AND PLAQUE INTERACTING TO FORM AN ACID WHICH ATTACKS THE TOOTH	COMBINATION OF EATING SUGARY FOODS TOO OFTEN AND IMPROPER CLEANING OF TEETH	UNFILLED CAVITIES CAUSE ABSCESSES, PAIN, AND TOOTH LOSS
GINGIVITIS	INFLAMMATION OF GUMS	ACCUMULATIONS OF BACTERIAL PLAQUE AND CALCULUS ON TEETH; IMPROPER BRUSHING AND FLOSSING; FAILURE TO CLEAN PLAQUE FROM GUMLINE; POOR DIET	MOUTH BREATHING; PUS ALONG GUMLINE; BAD BREATH; HORMONAL IMBALANCE; BLEEDING GUMS
PERIDONTAL DISEASE	INFLAMMATION OF GUMS; ADVANCED CASE OF GINGIVITIS	ACCUMULATIONS OF BACTERIAL PLAQUE AND CALCULUS ON TEETH; IMPROPER BRUSHING AND FLOSSING; FAILURE TO CLEAN PLAQUE FROM GUMLINE; POOR DIET	MOUTH BREATHING; PUS ALONG GUMLINE; BAD BREATH; HORMONAL IMBALANCE; BLEEDING GUMS; TOOTH LOSS; BONE LOSS
ABSCESSES	COLLECTION OF PUS IN THE TISSUES	BACTERIA-CAUSED INFECTION AS A RESULT OF TOOTH DECAY	VERY PAINFUL; SWOLLEN GUMS; INFECTION MAY SPREAD TO OTHER PARTS OF THE BODY
MALOCCLUSION	BAD BITE; UPPER AND LOWER TEETH DO NOT COME TOGETHER CORRECTLY	INHERITED--TOOTH SIZE AND JAW STRUCTURE; ENVIRONMENT--THUMB SUCKING, LIP BITING, CHEEK SUCKING	IMPROPER CHEWING; FACIAL DEFORMITIES LEADING TO EMOTIONAL DISTURBANCES; SPEECH DEFECTS; GUM DISEASES
ORAL CANCER	LESION OR ABNORMAL GROWTH THAT WILL NOT HEAL	LIP BITING; TAKING IMPROPER CARE OF TEETH; LEUKOPLAKIA (WHITE SPOTS ON LIPS, PALATE, OR INSIDE CHEEKS) IS ASSOCIATED WITH SMOKING, CHEWING TOBACCO, OR USING SNUFF	UNHEALED SORES ON LIPS, GUMS, OR INSIDE MOUTH; UNEXPLAINED NUMBNESS IN ANY PART OF THE MOUTH; BLEEDING IN MOUTH FROM NO APPARENT CAUSE

PRENATAL CARE
Handout

Nutrition of the individual begins at conception. Nutrition of the mother prior to pregnancy may have an important influence on the future health of the infant. A young woman with poor nutritional habits will find it difficult to completely convert to sound nutritional habits immediately. If a pregnant woman is nauseated in early pregnancy, she may find it difficult to consume enough proper food.

After conception, the pregnant woman may be motivated to adopt good nutritional habits. A future mother who is past her own growth period, healthy, married, and secure in her expected role as mother, may only need to be concerned about sound nutritional habits related to pregnancy. In this case, motivation may not be a problem.

If the expectant mother is a teenager, unmarried, or otherwise insecure about her new role, motivation becomes more difficult. The pregnant teenager may feel that other problems are more pressing than providing nutrition for the unborn infant.

Caloric needs are not increased greatly during pregnancy; therefore, the foods chosen must be of high nutritional value with few "empty calories." Pregnancy is not a proper time to lose weight. Foods omitted from the diet in an attempt to lose weight are often those most needed to develop iron stores in the fetus. Enriched breads, eggs, and meats develop iron stores. A 25 pound weight-gain during pregnancy is now recommended by physicians. Twenty-five pounds is considered optimal for adequate growth of the fetus and support tissues. Weight gained in excess of 25 pounds will probably be deposited as fat in the mother's body and may be difficult to lose after the birth of the baby. In short, pregnant women should gain weight, but the weight gain should be controlled and managed with foods of optimal nutritional value.

Controlling diet during pregnancy means vigilance over the quality of foods eaten. A well-rounded diet with a regulated caloric intake must be maintained to provide sufficient nourishment for the mother and the baby. Adequate nourishment is required to build new tissues in the fetus and to replenish cells in the mother's body. Nourishment is constantly being used by the new life growing within her. Vitamins and minerals are essential to the mother and aid in the healthy development of the baby. Kidneys and intestines, overworked during pregnancy, must be fed certain foods in order to function efficiently and keep the mother well.

FOODS REQUIRED FOR PROPER NUTRITION

MEAT - Eight ounces daily of lean meat, fish, chicken, turkey. Add liver or other glandular meats at least once a week. Many doctors recommend red meat only twice a week because of its higher cholesterol content.

EGGS - One egg daily. An egg may be eaten with other foods, such as French toast, but remember to add all calories consumed. Again, because of the cholesterol content, some doctors recommend only four to five eggs per week.

MILK - Four 8-ounce cups of milk each day. Fortified skimmed milk may be used to reduce calories and still maintain proper nutrition. Some milk requirements may be consumed as part of cocoa, milk base soups, custards, and cereal.

CHEESE - One ounce daily of American cheese, Swiss cheese, or other solid form. (Cream cheese and cheese spreads do not have the same food value in small quantities as do bulk cheeses.)

ESSENTIAL ENERGY FOODS		LIMIT THESE FATTENING FOODS	
Salads	Vegetables	Starches	Pastries
Cereal	Bread		
Fats	Fruit		
Low-calorie desserts			

LIQUIDS

Expectant mothers require 2 quarts or 8 glasses of liquid a day. Milk should be used as a portion of the liquid. Soups, fruit juices, and other beverages may be counted as a liquid. Limit the amount of coffee and tea, and do not include these as a part of the liquid intake.

SALT AND ARTIFICIAL SWEETNERS

Some women may be advised to limit or eliminate salt and beverages containing large amounts of sodium. Artificial sweeteners containing saccharine of cyclamates should be avoided until more is known about the effects of these chemicals.

RESTING

Pregnant women may require more sleep than usual because the mother's body is expending energy to support the developing baby.

EXERCISE

The pregnant woman must exercise. Controlled exercises that will strengthen the muscles used in childbirth are recommended. Activities, such as climbing on chairs which may lead to an accidental fall, should be avoided. The doctor should be consulted about activities, such as bowling, swimming, golf, or other athletics. If the expectant mother is a regular participant in an exercise activity and there are no unusual symptoms, she may be advised to continue. An old-fashioned walk out-of-doors is healthy for the pregnant woman. The pregnant woman should include a walk in her daily routine.

DENTAL CARE

Because pregnant women are more prone to tooth decay and gum disease, regular dental check-ups are necessary. Proper diet, which includes vitamins, calcium, and other supplements, will help avoid dental problems.

DRUGS AND OTHER SUBSTANCES

A pregnant woman should not take any pill, capsule, powder, or liquid medicine unless prescribed by the doctor. Over-the-counter remedies, such as aspirin, laxatives, cough and cold medicines, nose drops, external ointments, vitamins, antacids, tranquilizers, and sedatives should not be consumed without the knowledge of the doctor. A drug or common household remedy may be safe under ordinary circumstances but dangerous to an unborn child or pregnant woman.

Alcohol is a drug. Although it was once thought that moderate drinking did not threaten the fetus, it is now believed that alcohol can have devastating effects on the unborn child. Recent studies indicate that even moderate drinking increases the risk of miscarriage. There is no minimum level of alcohol that a pregnant woman can drink and be certain the fetus is not harmed.

Caffeine, which is commonly found in coffee and tea, is a powerful stimulant for both the mother and the baby. Bombarding the developing fetus with caffeine in high amounts may have harmful effects. Caffeine is thought to have strong chemical effects on the human body and is known to cross the placenta. Cola drinks, cocoa, and some over-the-counter medications also contain caffeine.

Tobacco smoke is a major source of carbon monoxide. Smoke from tobacco can interfere with the supply of oxygen to the fetus. Studies have shown that smoking can cause miscarriage, smaller babies, and premature births. Increased incidents of birth defects and Sudden Infant Death Syndrome have also been linked with smoking.

The quantity of eggs recommended is

one daily or four or five per week.

Pregnant women may

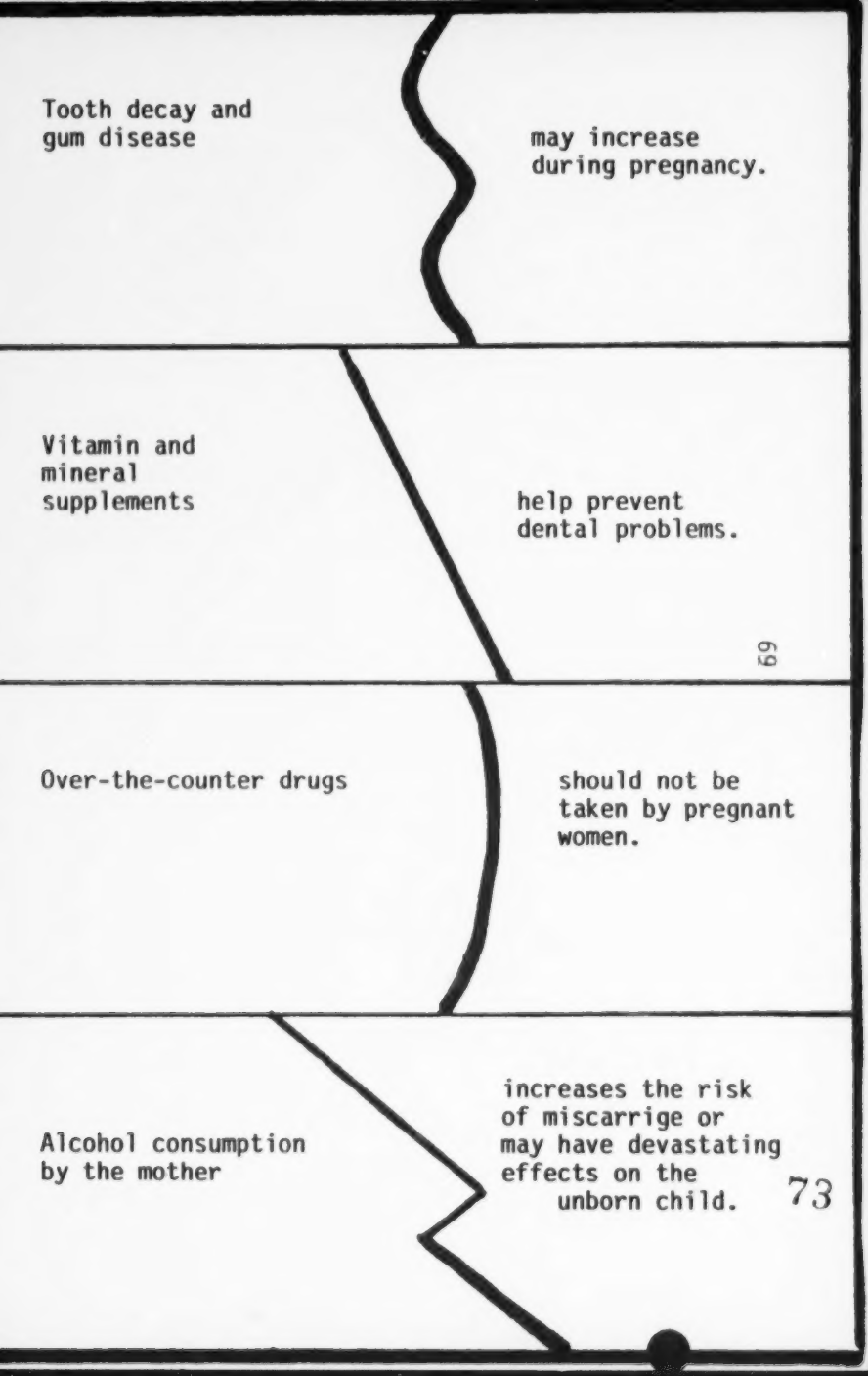
require more sleep.

Exercise is

essential.

A walk

should be a part of the daily routine.


Tooth decay and gum disease
may increase during pregnancy.
Vitamin and mineral supplements
help prevent dental problems.
69
Over-the-counter drugs
should not be taken by pregnant women.
Alcohol consumption by the mother
increases the risk of miscarrige or may have devastating effects on the unborn child.
73

Mother's nutritional habits prior to birth

influence future health of infant.

Teenage expectant mothers may feel other problems

are more pressing than proper nutrition.

Caloric needs during pregnancy are

not increased greatly.

Foods omitted to assist in losing weight

are often those most needed to develop iron stores in the infant.

An excess of 25 pounds weight gained will

probably be deposited as fat in the mother's body.

Weight gain should be controlled and managed with

foods of optimal nutritional value.

70

A well-rounded diet with a regulated caloric intake must be maintained to

provide sufficient nourishment for the mother and the baby.

Foods required for proper nutrition include:

meat - eggs - milk - cheese.

75

The quantity of meat, fish, chicken, or turkey recommended daily is

8 ounces.

The quantity of milk recommended is

four eight-ounce cups each day.

The types of cheese recommended are

Swiss, American, or other solid forms.

The quantity of cheese recommended is

one ounce daily.

Essential energy foods include

salads, cereal, fats, vegetables, bread, fruit, low-calorie desserts.

Expectant mothers should limit these fattening foods

starches

and

pastries.

71

Expectant mothers require

two quarts or eight glasses of liquid a day.

Expectant mothers may have to eliminate from their diets

salt and beverages containing large amounts of sodium.

77

Caffeine consumption by the mother is not recommended because

it is a stimulant for both mother and baby.

Smoking tobacco may cause

miscarrige, smaller babies, and premature births.

Increased incidents of birth defects and Sudden Infant Death Syndrome

have been linked with smoking.

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STD INFORMATION SHEET

BACKGROUND INFORMATION FOR THE TEACHER

CHLAMYDIA

DESCRIPTION

- The most prevalent STD bacterial pathogen in the U.S. today
- The leading cause of non-gonococcal urethritis in males

SYMPTOMS

- Males: Painful urination and water discharge; sometimes, no symptoms
- Females: Sometimes itching, burning, discharge, dull pelvic pain, and bleeding between periods, but most do not have symptoms

TREATMENT

- Consult physician.
- Use prescribed antibiotics.

COMPLICATIONS

- Males: (1) Prostatitis or inflammation of the prostate (2) Inflammation of the epididymis which may cause scarring and could result in sterility
- Females: Inflammation of the fallopian tubes which may cause scarring and could result in ectopic (tubal) pregnancy and/or sterility
- Newborns: Eye infections and pneumonia

STD INFORMATION SHEET

BACKGROUND INFORMATION FOR THE TEACHER

GONORRHEA

DESCRIPTION

- A contagious bacterial inflammation of the genital mucous membrane

SYMPTOMS

- Males: Three to eight days after exposure, some men have a burning pain during urination.
- At the same time, pus begins to ooze from the penis. Also there may be pelvic pain and bleeding.
- Often there are no symptoms at all.

TREATMENT

- Gonorrhea is treated with antibiotics.
- Penicillin is usually the first choice for treatment.

COMPLICATIONS

- Females: Inflammation of the fallopian tubes may cause scarring which could result in tubal pregnancy and/or sterility.
- Males: Inflammation of the epididymis may cause scarring which could result in sterility.
- Sometimes newborns develop eye infections.
- Males or females can suffer from arthritis.

STD INFORMATION SHEET

BACKGROUND INFORMATION FOR THE TEACHER

HERPES SIMPLEX VIRUS II

DESCRIPTION

- A viral infection in which painful blisters appear on and around the penis, vagina, mouth, or anus (depending on the site of exposure)

SYMPTOMS

- Painful blisters or sores appear on the genitals and may be accompanied by fever and flu-like symptoms.
- The sores usually disappear after two to five weeks (the disease goes into an inactive stage) but may erupt again at any time.

TREATMENT

- Various non-specific medications administered by a physician may reduce pain from blisters and ulceration.
- To date, there is no medically proven, effective cure.

COMPLICATIONS

- Virus becomes dormant and may become active again at some future date.
- Inflammation of the rectum
- Eye problems which may lead to blindness
- Rarely, encephalitis
- Possible link to cervical cancer
- Danger of death or brain damage to newborn of mother with active Herpes Simplex Virus II

STD INFORMATION SHEET

BACKGROUND INFORMATION FOR THE TEACHER

NON-GONOCCEAL URETHRITIS (NGU)

DESCRIPTION

- NGU refers to a wide range of bacterial infections, including chlamydia.
- NGU is an inflammation of the urinary tract.

SYMPTOMS

- Noticeable more in males than in females two to three weeks after exposure
- Pain or tingling while urinating
- Discharge
- Similarity to symptoms of gonorrhea

TREATMENT

- Drugs that cure gonorrhea do not work for NGU.
- The most effective treatments are tetracycline and ampicillin.

COMPLICATIONS

- Inflammation of prostate
- Inflammation of the epididymis causing scarring which can result in sterility
- Arthritis

STD INFORMATION SHEET

BACKGROUND INFORMATION FOR THE TEACHER

SYPHILIS

DESCRIPTION

- An STD caused by bacteria
- It is often called the great imitator since it imitates other diseases in its second stage.

SYMPTOMS

- First stage:
- Ten to ninety days after contact a painless sore that goes away
- Second stage:
- Two to six months after contact, flu-like feeling, loss of hair, non-itchy rash
- Third stage:
- After two years, possible damage to central nervous system, insanity, heart disease, paralysis, and even death

TREATMENT

- Antibiotics can cure syphilis if the disease is diagnosed during its first three stages.
- Penicillin is the drug used most often.

COMPLICATIONS

- Insanity, paralysis, heart disease, birth defects, stillbirth, death, major organ damage

MYTHS ABOUT STDs
Handout

1. You can get sexually transmitted diseases (STDs) from toilet seats, door knobs, and soiled towels.

2. You can get gonorrhea and syphilis only once.

3. Gonorrhea is caused by straining yourself, as in lifting a heavy object.

4. You can tell by looking at a person whether or not he or she has an STD.

5. A quick cure for STDs can be purchased without a prescription.

6. Gonorrhea and syphilis are punishment for promiscuous sexual behavior.

7. You can get syphilis from dirty drinking water.

8. Birth control pills prevent getting STDs.

9. You will always know when you have an STD.

10. STDs infect only adults.

11. Venereal diseases, gonorrhea, and syphilis are all names for the same disease.

12. STDs cannot be passed by homosexual acts.

13. STDs are not really very dangerous infections.

Adapted from A Teacher's Guide to Venereal Disease Education. Alabama Department of Public Health, pp. 21-22, 1980.

MYTHS VS. FACTS ABOUT STDs
Handout

Myth 1. You can get sexually transmitted diseases (STDs) from toilet seats, door knobs, and soiled towels.

Fact You can get STDs from sexual activity.

Myth 2. You can get gonorrhea and syphilis only once.

Fact You can become reinfected with gonorrhea and syphilis each time you come into contact with the disease-causing organisms.

Myth 3. Gonorrhea is caused by straining your self, as in lifting a heavy object.

Fact Gonorrhea is caused by by contact during sexual activity with infections bacteria.

Myth 4. You can tell by looking at a person whether or not he or she has an STD.

Fact Many time STDs such as gonorrhea and non-gonoccial urethritis have no apparent symptoms in the early stages of the diseases.

Myth 5. A quick cure for STDs can be purchased without a prescription.

Fact STDs such as herpes simplex II and AIDS have no cure. Physicians must prescribe medicines which can cure gonorrhea, syphilis, chlamydia, and non-gonocceal urethritis.

Myth 6. Gonorrhea and syphilis are punishment for promiscuous sexual behavior.

Fact Only one sexual encounter is necessary to transmit an STD.

Myth 7. You can get syphilis from dirty drinking water.

Fact Syphilis is transmitted through sexual contact.

Myth 8. Birth control pills prevent getting STDs.

Fact Only avoidance of sexual contact with infected persons prevents the transmission of STDs.

Myth 9. You will always know when you have an STD.

Fact Since some STDs have no apparent symptoms, only testing under the supervision of a licensed authority provides certain diagnosis.

Myth 10. STDs infect only adults.

Fact STDs infect persons of every age. An infected mother can infect a child in utero or during the birth process.

MYTHS VS. FACTS ABOUT STDs (continued)
Handout

Myth 11. Venereal diseases, gonorrhea, and syphilis are all names for the same disease.

Fact Gonorrhea and syphilis are two different types of venereal diseases.

Myth 12. STDs cannot be passed by homosexual acts.

Fact STDs are transmitted by all types of sexual activity, including homosexual acts.

Myth 13. STDs are not really very dangerous infections.

Fact STDs are extremely dangerous infections. When untreated, some STDs progress to stages which cause great internal damage.

SYSTEMATIC APPROACH TO DECISION MAKING
Worksheet

Use this worksheet to analyze the situation assigned to your group.

1. What is the problem? (State the problem in the form of a question: "Should...?") _____
   _____
   _____

2. What are the important facts? (List applicable facts from the MYTH VS. FACTS ABOUT STDs handout.) _____
   _____
   _____
   _____

3. What are the possible solutions? (List several possible solutions.) _____
   _____
   _____
   _____

4. What are the responsible solutions? (A responsible solution is consistent with justice and law, is in accord with facts and reason, and promotes health and safety in oneself and others.)
   _____
   _____
   _____

5. What is the best solution? (Identify the solution which represents the most responsible solution.) _____
   _____
   _____
   _____

SITUATIONS FOR ANALYSIS
Handout

SITUATION 1

Joe has heard rumors about a good friend in his class who might be infected with an STD. Joe wants to help his friend. What is the most responsible thing Joe could do? Why?

SITUATION 2

Barbara knows someone who had an STD, went to a clinic, and was completely cured last year. Recently, it was revealed that the same person was reinfected with an STD because the sexual activity continued. That person is one of the most popular people in school, and Barbara has been wanting to date him. That date has been arranged now, and Barbara is really looking forward to it. Should Barbara change her mind about wanting to date that person? Why?

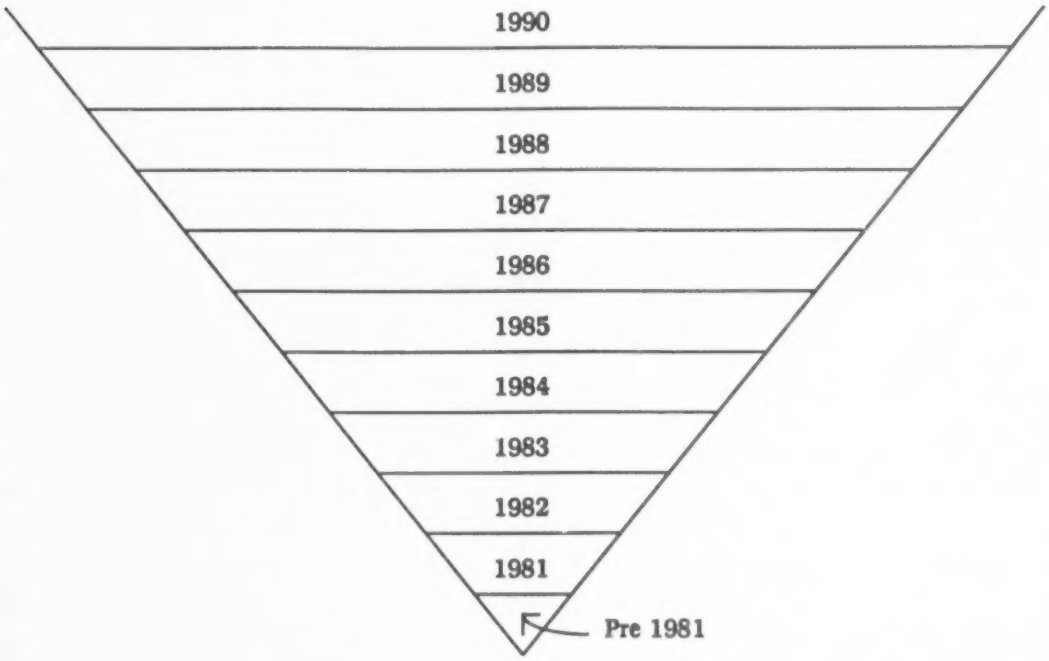
SITUATION 3

Emily discovered a sore in her genital area. It bothered her for a while, but it finally disappeared. Emily has never had sex with anyone, but she is afraid that she might be infected with an STD. What is the responsible decision she should make? Why?

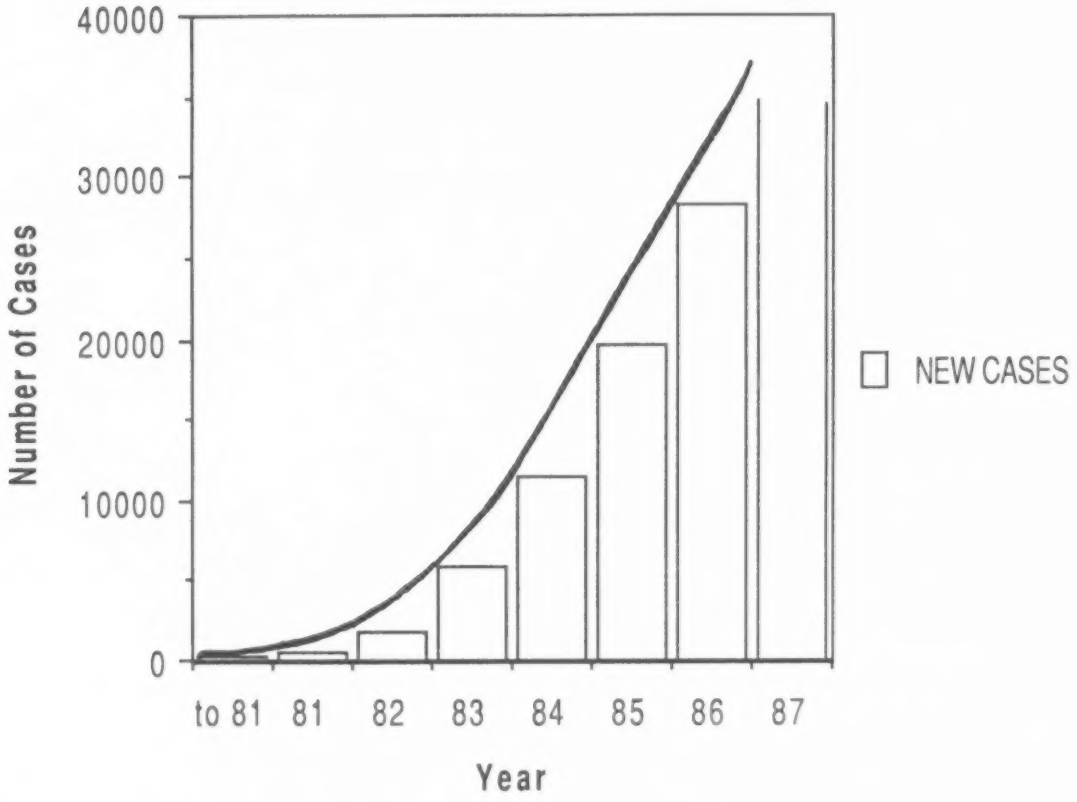
SITUATION 4

Andy has made up his mind that he will not have sex with anyone until he is married. He has taken a strong stand on that decision. People have ridiculed and teased him . What is the responsible thing for Andy to do? Why?

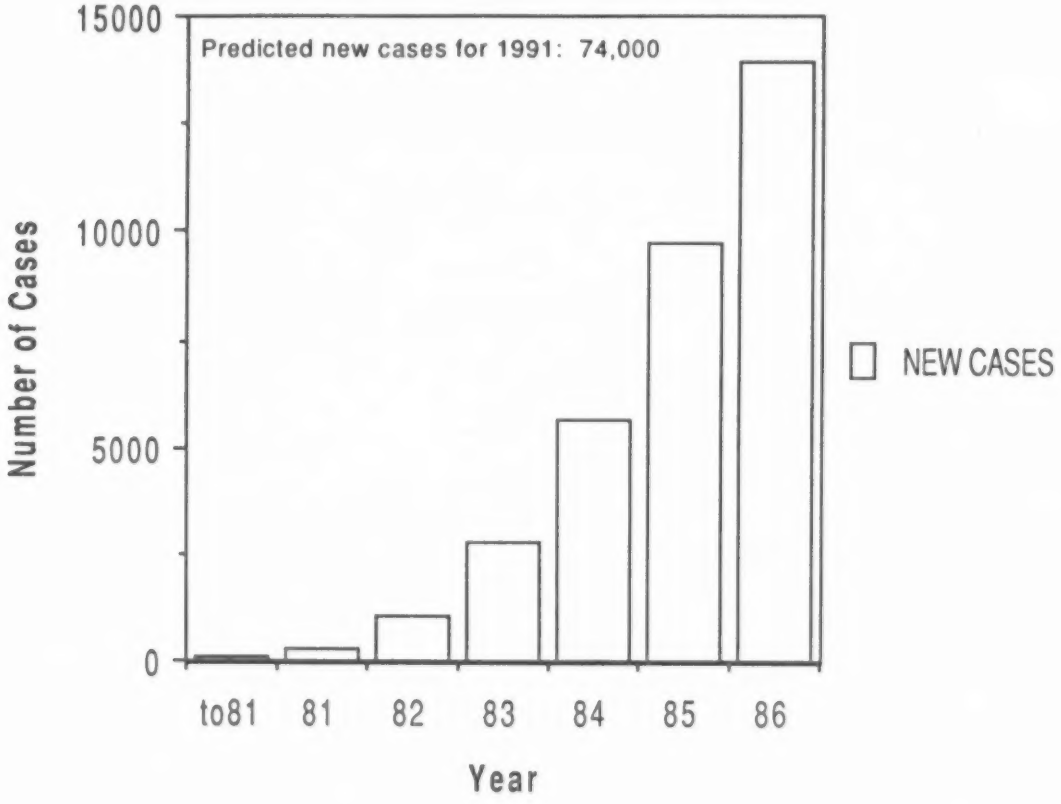
General Growth of AIDS Cases of Infection, Disease, and Death Worldwide, USA, State of Alabama



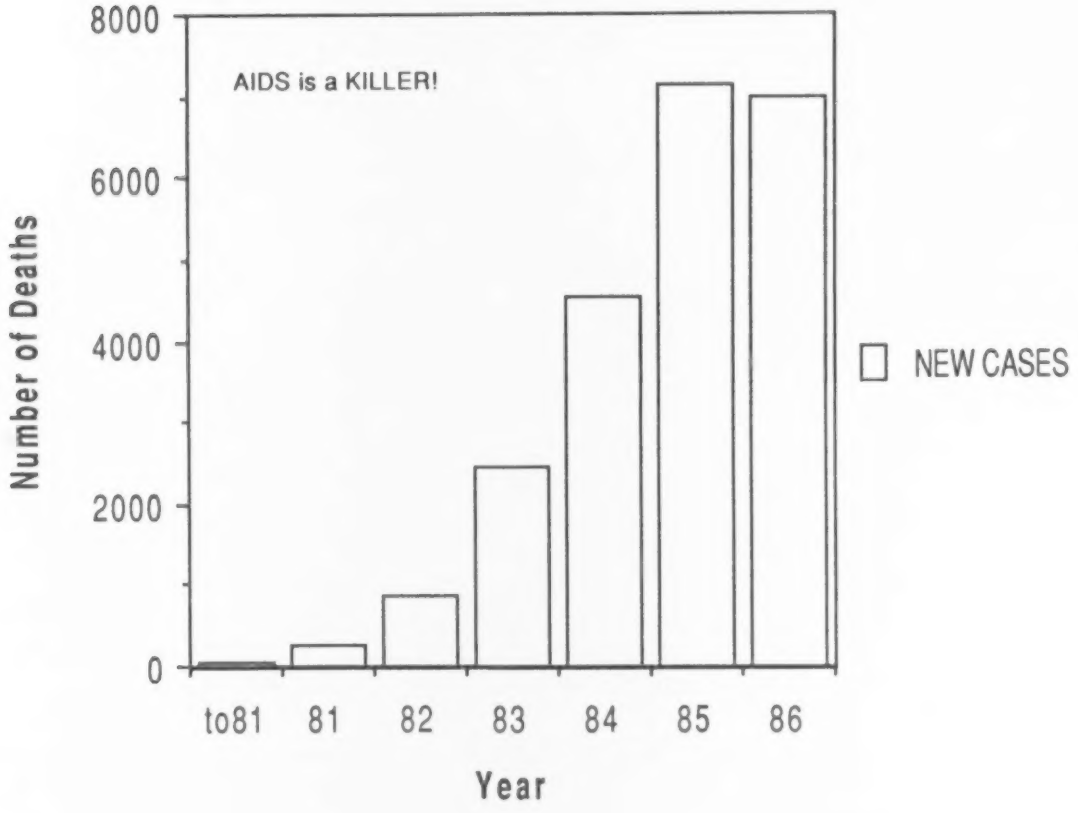
Worldwide Growth Trend in AIDS



Full-Blown AIDS Cases in the United States



Number of Deaths Related to AIDS in US



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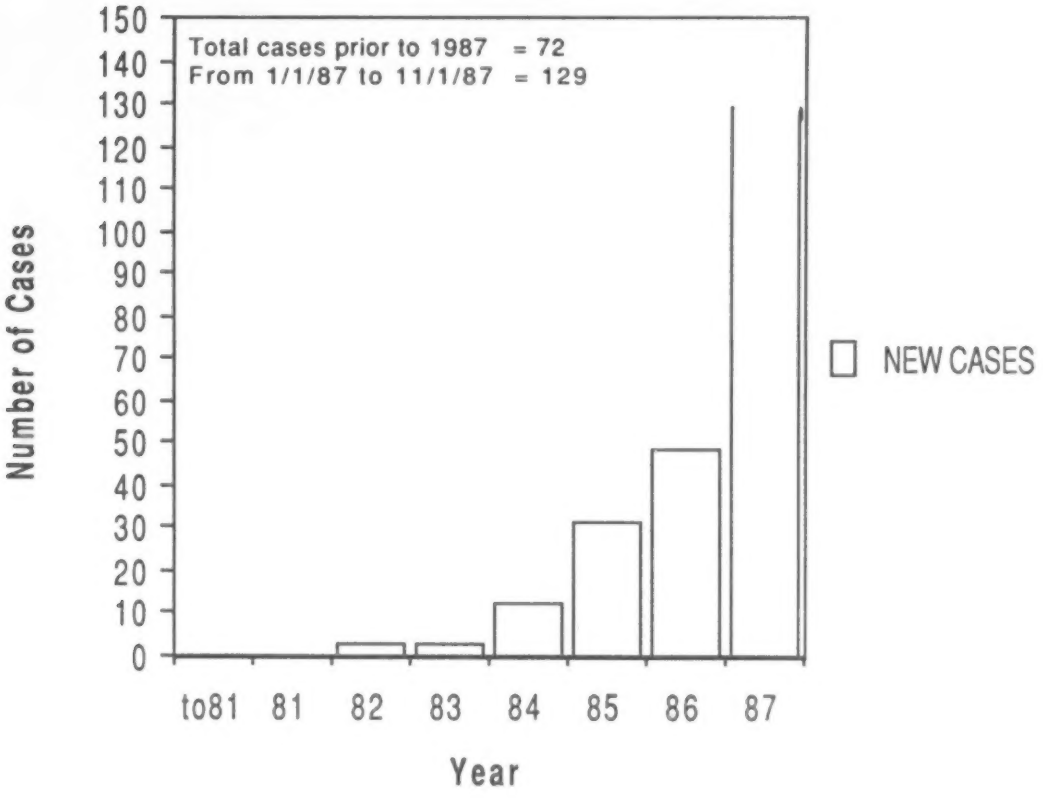
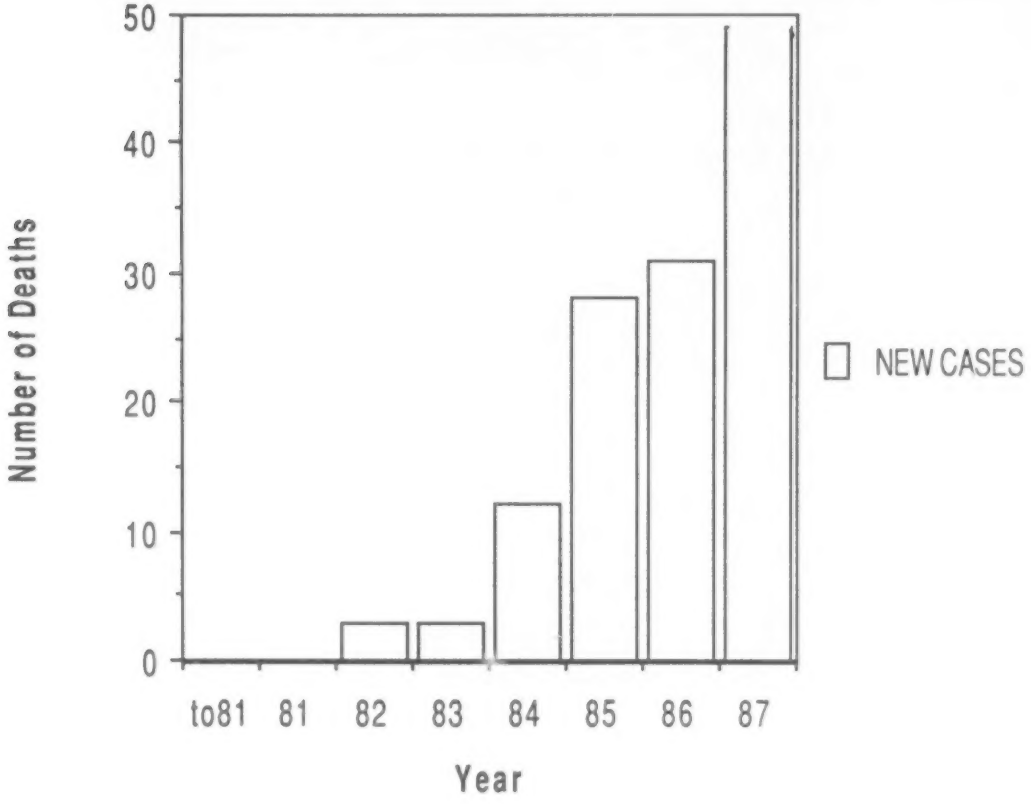
Full-Blown AIDS Cases in Alabama



Number of Deaths Related to AIDS in ALA



AIDS SITUATIONS FOR ANALYSIS
Handout

SITUATION 1

Janice has learned about the increasing costs and the number of cases related to AIDS. What difference might that information make to her. Can she possibly be a statistic? If a cure were found, would that make a difference in Janice's behavior? What would be the responsible thing for Janice to do? Why?

SITUATION 2

Mark knows someone who is infected with the AIDS virus. What might be Mark's attitude toward that person? Based on those identified attitudes, how might Mark behave toward that person? What would be the responsible thing for Mark to do? Why?

SITUATION 3

Linda has seen pictures or read stories about people who are dying from AIDS. Linda tried to put herself in that same position. How do you think Linda might feel if she were told she had only one year to live. By "walking in another person's shoes," do you think Linda would behave differently toward that person? What would be the responsible thing for Linda to do? Why?

SITUATION 4

John heard a rumor going around school that one of the teachers has AIDS and that the disease was contracted from a blood transfusion. John wondered whether that teacher should be fired. Would it make any difference to John if the virus had been contracted through another method of transmission? How would that information affect John's behavior? What would be the responsible thing for John to do? Why?

SITUATION 5

Nancy agreed to have a date with someone in her class, and the word is out that her future date is sexually promiscuous. Nancy is not really sure about the facts, but it is something that concerns her. If she finds out the rumor is true, how will that affect her behavior? What would be the responsible thing for Nancy to do? Why?

SITUATION 6

Stan has read more and more about how much money has been spent on AIDS-related issues. In fact, Stan has even heard adults talking about the rising costs of health insurance. Stan is beginning to understand why there are so many financial problems related to AIDS. When Stan gets into a position in life in which he will be responsible for paying bills, how do you thing Stan will feel about that issue? What would be the responsible thing for Stan to do? Why?

HOW DRUGS AFFECT THE BODY
Worksheet

SUBSTANCE	EFFECTS	SYMPTOMS OF USE
TOBACCO		
CAFFEINE		
ALCOHOL		
COCAINE		
MARIJUANA		

HOW DRUGS AFFECT THE BODY
Sample Answers

SUBSTANCE	EFFECTS	SYMPTOMS OF USE
TOBACCO (including smokeless) -stimulant and sedative (nicotine)	-stimulates the central nervous system -causes a discharge of epinephrine within the brain -stimulates the endocrine glands -causes constriction of vascular system	-discoloration of teeth -discoloration of fingers used to hold cigarettes -dry cough (smokers)
CAFFEINE -stimulant	-in small amounts, can cause mild excitement of the nervous system -in large amounts, can cause headaches, irritability, nervousness, and insomnia	-discoloration of teeth -heightened level of activity
ALCOHOL -stimulant	-impairs liver -dulls senses of taste and smell -kills brain cells	-unsteady walk -slurred speech -slow reaction time -impaired judgement and memory
COCAINE -stimulant and anesthetic	-causes an artificial surge of energy and a feeling of extreme euphoria -damages nasal tissues -causes strong psychological dependence -can produce violent behavior and psychotic states similar to schizophrenia -can cause cardiac arrest and death by interrupting the brain's control over the heart and respiratory systems	-onset of stealing, prostitution, and drug dealing in order to support habit
MARIJUANA -hallucinogen	-increases pulse rate -increases heart action -lingers in body systems for weeks after use -causes vision problems impairs motor and mental skills	-lethargy -dry throat and mouth -increased appetite -red eyes -impaired reflexes

ASSERTIVE AND REFUSAL SKILL SITUATIONS
Handout

SITUATION 1

Linda purchased a sweater and became very disappointed when a thread began to unravel on the sleeve. Linda's mother suggested that she return the sweater and ask for a refund. Linda had never returned an item before and did not know what to say. She was also afraid that the clerk would think she had damaged the sweater. Linda talked to her mother about her feelings.

To return the sweater, Linda walked briskly up to the refund counter. She smiled pleasantly while looking directly at the clerk; she spoke in a conversational tone and maintained a calm, firm expression; she gestured to point out the flaw and to add emphasis; and she faced the clerk squarely while she stood naturally and comfortably.

SITUATION 2

Mark, a friendly, outgoing student, has been dating an attractive young lady named Pam. One evening Pam invites him to attend a small get-together with two other couples at the home of one of the other students. All become acquainted at the party, and Mark enjoys the occasion. After about an hour, one of the students brings out several cigarettes which he identifies as marijuana and suggests that they all smoke. Mark does not want to smoke the marijuana, but he also wants to remain friends with the other student.

Mark does not accept the cigarette. He shakes his head and replies matter-of-factly, "No, thank you. I don't care for one." Mark gestures "no" with his hand and further explains, "I haven't smoked pot before, and I don't want to."

SITUATION 3

Helen, a bright, attractive student, has several close girl friends who date quite regularly. Mary, one of Helen's friends, has a date with a special young man and wants to make a good impression. Mary asks Helen if she may borrow and wear a new, quite expensive necklace that Helen has just received from her brother, who is overseas in military service. Helen and her brother are very close, and the necklace means a great deal to her.

Helen has mixed feelings. She is worried about possible loss or damage to the necklace, but she also wants to help her friend. Helen explains the significance of the necklace to Mary and politely, but firmly, observes that the request is an unreasonable one since this piece of jewelry is particularly personal. She smiles and says, "I'm sorry, but I have to say no."

ASSERTIVE AND REFUSAL SKILL SITUATIONS (continued)
Handout

SITUATION 4

Jerome is one of eleven students in a health group discussion on human sexuality. Three or four of the other boys agree with some concepts that are contrary to Jerome's personal moral code. At first Jerome listens quietly, not disagreeing openly with the other members of the group and not describing his own views. Then, Jerome begins to feel defensive about his point of view. He wants to denounce loudly the views which have been expressed.

Jerome feels a strong need to defend his own beliefs, yet he does not want to urge the others to accept either his or their point of view as the only correct one. Jerome explains to the group that he disagrees and wants to support his own view. He explains his point of view and says, "I know my point of view may be unpopular, but it is what I think."

DEFENSE MECHANISMS
Handout

Rationalization - giving reasons to justify actions

Displacement - transfer of an emotional attitude to a less dangerous object

Repression - keeping dangerous desires and unbearable memories out of consciousness

Projection - placing the blame for difficulties upon others or attributing to others unethical desires and impulses

Substitute - replacing originally sought after or desired goals with acceptance of substitute goals

Withdrawal - intellectual, emotional, or physical retreat

Sublimation - channeling frustrated sexual energy into nonsexual activities

Identification - increased feelings of worth by identifying self with some person or institution of renowned standing

THE DECISION-MAKING PROCESS
Handout

Decision-making is a process in which a person selects from two or more possible choices. Personal decision making enables one to apply reason to life situations, to solve problems, and to modify behavior.

Decisions about substance abuse should be responsible ones. Remember that responsible decisions are consistent with justice and the law, are in accord with facts and reason, and promote health and safety in oneself and others.

The following five-step process can help people evaluate choices and make sound decisions.

DEFINE THE PROBLEM.

What is the problem?
Whose problem is it?
What information do I need to solve the problem?

LOOK AT INFLUENCES.

Who or what is influencing my decisions?

IDENTIFY ALTERNATIVES.

What choices do I have?

LOOK AT RISKS AND RESULTS.

What will happen as a result of each possible choice?
What are the possible benefits?
What are the possible costs or negative outcomes?

DECIDE, ACT, AND EVALUATE.

Given the possible outcomes, which choice looks the most responsible?
What happens?
Given what happened, what would I do differently next time?

HAZARD/EMERGENCY SHEET

_____
HAZARD

In case of _____:

Hazard may be prevented by:

_____
EMERGENCY

Description:

First Aid:

HAZARD/EMERGENCY SHEET
Sample Handout

KITCHEN

KITCHEN FIRE
HAZARD

In case of Grease Fire in Pan :
cover the pan with a larger pan, such as a pizza pan to smother the flames. DO NOT try to extinguish with water.

Hazard may be prevented by:

- keeping the pan clean between uses
- cooking on a lower flame
- avoiding grease which can splash from pot into flame or hot stove eye.

FIRST AID

BEE OR WASP STING
EMERGENCY

Description:
- If person experiences cramps, dizziness, or nausea following an insect sting, it may be signs of a serious allergic reaction.
- Breathing difficulty and swelling are other symptoms of serious allergic reactions.
- Should any of the above symptoms occur, call a doctor immediately.

First Aid:
Do not squeeze the area around the sting when trying to remove the stinger.
Wash the sting area with soap and water.
Apply a cold pack to the sting area.
Call the doctor immediately.

COMPARATIVE CHECKLIST

Product _____

Criteria	Brand 1	Brand 2	Brand 3	Brand 4
Ingredients & Purpose				
Price				
Quantity				
Warnings				
Side Effects				
Frequency of Use				

GRADE EIGHT
OUTCOMES

I. GROWTH AND DEVELOPMENT

1. Explain the interrelationships of the systems of the body.

- respiratory
- circulatory
- digestive
- endocrine
- nervous
- reproductive
- excretory
- skeletal
- muscular

II. INFLUENCES ON HEALTH

2. Identify the aesthetic and physical benefits of good dental health in relation to factors which contribute to diseases of the oral cavity.

- food residue remaining too long in the mouth
- improper cleaning
- poor diet
- lack of dental care
- tobacco products

3. Analyze factors which influence individual dental health needs, and describe proper methods of meeting those needs.

- influencing factors
  - •heredity
  - •available care
  - •diet differences
  - •age
  - •habitat
- methods of care
  - •brushing/flossing
  - •regular dental visits
  - •fluoridation

4. Relate ways diseases are spread, and discuss methods of prevention.

- spread by
  - •air
  - •animals
  - •insects
  - •water
  - •food
  - •people

5. Discuss Acquired Immune Deficiency Syndrome (AIDS) in relation to statistics on AIDS, economic costs, and impact of AIDS on society.

6. Discuss the symptoms of the most common, sexually transmitted diseases (STDs).

- herpes
- syphilis
- gonorrhea
- NGU
- chlamydia

7. Discuss sources, physical effects, and problems related to pollution.

- noise pollution
- air pollution
- litter pollution
- water pollution
- food pollution

8. Discuss mother's and infant's needs for proper care.

   - proper diet
   - adequate rest and sleep
   - periodic checkups by physician
   - avoidance of alcohol, drugs, or smoking by expectant mother

9. Understand the importance of proper diet and the effects of being overweight or obese.

   - cardiovascular problems
   - diabetes
   - social/emotional problems
   - high blood pressure
   - joint diseases

10. Discuss the basis of safe methods of weight control in relation to being physically fit.

    - caloric intake/activity level
    - body weight/body structure
    - proper diet
    - exercise program/activities

11. Analyze the effects of drugs and alcohol on the body's systems (e.g. respiratory, cardiovascular, digestive, endocrine) and discuss problems associated with their abuse.

    - prob
      - he
      - cr
      - lo f work
      - accidents
      - divorce
      - child abuse
      - suicide
    - effects
      - tobacco (including smokeless)
      - caffeine
      - alcohol
      - cocaine

III. RESPONSIBLE CONSUMERISM

12. Discuss the responsibilities and purposes of health agencies/organizations (governmental and non-governmental) and the problems which could arise if they did not exist.

    - mental health agencies
    - consumer
      - Better Business Bureau
      - National Business Council for Consumer Affairs
    - American Medical and Dental Associations

13. Discuss sources of health information and/or misinformation as they relate to consumer health benefits.

    - identifying superstitions/questionable sources
    - reading labels
    - comparing prices, quantities, ingredients, and quality

14. Discuss the role of government as it relates to expenditures of tax monies, development of standards for control, and prevention of disease or harm to the human body.

    - treatment of water (include adequate supply)
    - inspection of commercially sold food (schools and restaurants)
    - restrictions on pollution (include noise pollution)

15. Understand that a relationship exists between behavior and causes of accidents, and formulate rules for individual responsibility in observing safety regulations.

- behaviors
  - •inattention
  - •speed
  - •improper operation of vehicles and equipment
  - •failure to follow manufacturer's directions
- safety regulations
  - •no smoking situations
  - •pedestrian crossing
  - •bike paths
  - road signs

16. Discuss basic safety precautions and emergency care procedures to be followed in life-threatening situations.

- procedures
  - •shock
  - •loss of blood
  - •sprains, strains, broken bones
  - •poisoning
  - •burns
- precautions
  - •fire alarm safety
  - •evacuation procedures
  - •chemical storage
  - •herbicides
  - •pesticides
  - sharp objects

17. Discuss sexually transmitted diseases (STDs).
- types
- transmission
- individual responsibility in reducing spread
- resources available for treatment and prevention

18. Discuss some personal responsibilities for promoting and maintaining well being.

- avoidance of certain substances
- sleep and rest
- safety practices
- proper diet
- exercise
- establishment of a fitness plan

19. Identify and know the role of agencies (especially local agencies) that work with teenagers in the prevention or treatment of drug abuse.

- Alateens
- SADD
- halfway houses
- Narcotics Anonymous
- Teen Challenge

IV. COPING STRATEGIES

20. Analyze and discuss responsible actions relating to the prevention and transmission of sexually transmitted diseases (STDs).

21. Understand emotions and their effects on individuals and their families.

- anger
- envy
- fear
- guilt
- love

22. Define the family as a unit and as a provider for the needs of individuals, and define individual family members' characteristics which would be examples of mature/immature behavior.

23. Understand the need and the importance of developing sound procedures for building friendships.
    - same-sex relationships
    - opposite-sex relationships
    - different age-group relationships

24. Discuss various aspects of love and the need for love. Explain that love is more inclusive than simple physical attraction.

    - self-love
    - mature love
    - altruistic love
    - romantic love
    - give and take love

25. Analyze the relationship between motivation and behavior.

26. Discuss defense mechanisms, their usefulness, and times when they may be harmful.

    - rationalization
    - displacement
    - repression
    - projection
    - substitution
    - withdrawal
    - sublimation
    - identification

27. Apply the problem-solving method to situations which demonstrate the increased responsibility of individuals for making responsible decisions and for accounting for their personal behavior during the maturing process.

    - inductive/deductive reasoning
    - problem identification
    - data gathering
    - analysis
    - revision
    - evaluation
    - adaption

28. Analyze factors in an individual's ability to develop assertive and refusal skills.

    - identify wants and feelings in social relationships
    - verbalize positive and negative wants and feelings
    - persist in stating wants and needs
    - speak in firm tone of voice
    - maintain eye contact
    - reinforce verbal statements with nonverbal gestures

29. Use the values of exercise to promote a sense of well-being.

    - physiologically
    - socially
    - intellectually
    - emotionally

30. Understand methods of coping with social and emotional pressures without using substances:

    - facing reality
    - setting goals
    - dealing with peer pressure
    - relaxation exercises
    - developing healthy social outlets

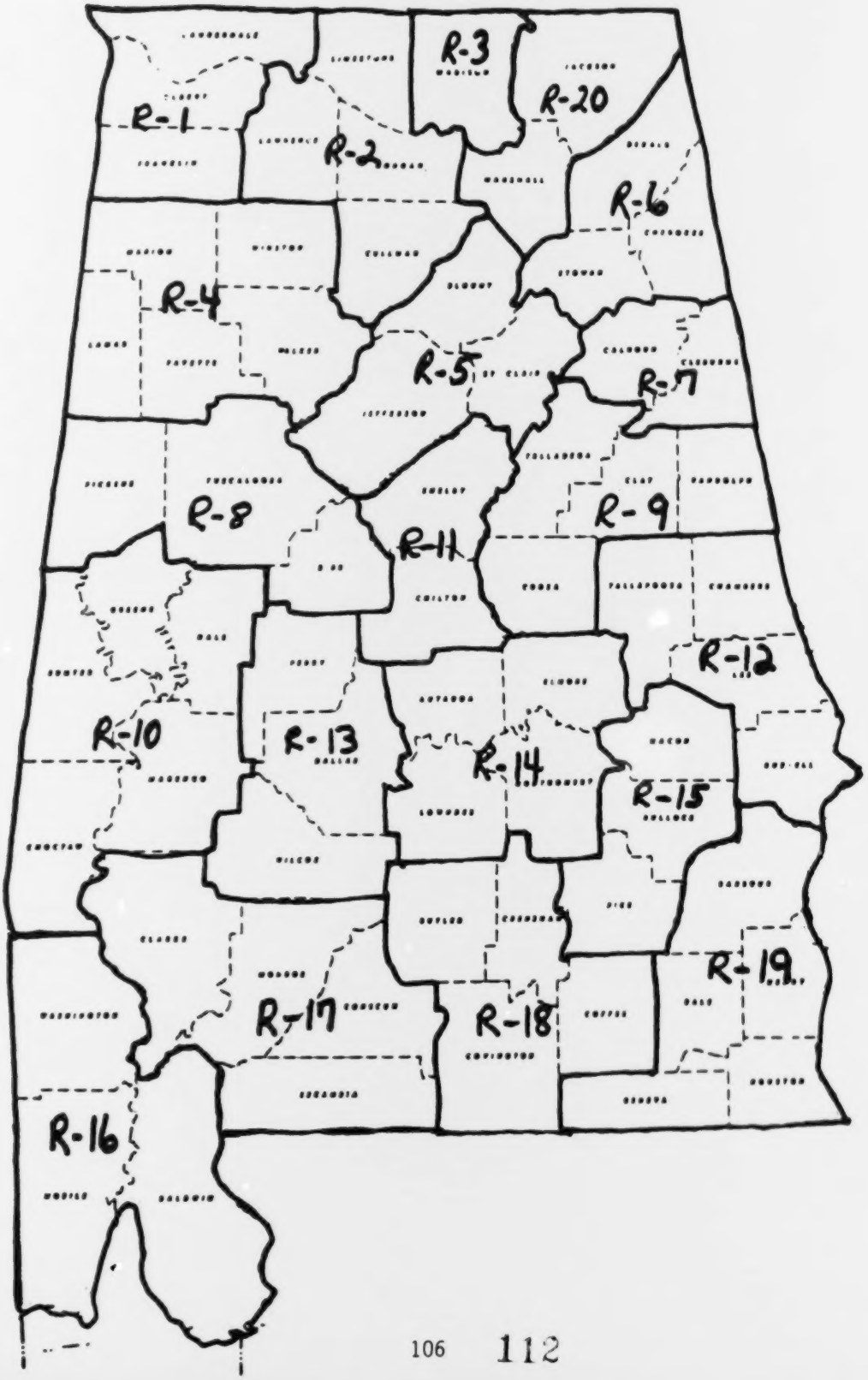
31. Analyze influences which cause people to decide to use or not to use drugs:

    - law
    - adult authority (parents, teachers, ministers)
    - personal values and goals
    - peers

32. Apply the problem-solving process to situations throughout life which will enhance the individual's probability of saying "NO" to substance abuse.

Appendix A

COMMUNITY ALLIANCE NETWORK REGIONS
Referral Guide



R-1 Colbert, Franklin, Lauderdale Counties

Eric Hawkins
Northwest Alabama Council of Local Governments
1450 Avalon Avenue
Muscle Shoals, AL 35661
(205) 381-1110 Ext. 36

R-2 Lawrence, Limestone, Morgan, Cullman Counties

Nelda Pepper
North Central Alabama Substance Abuse Council
Cullman County Courthouse
Room 22
Cullman, AL 35055
(205) 739-3533 Ext. 203

R-3 Madison County

Larry Nelson
City of Huntsville
308 Fountain Circle
Huntsville, AL 35801
(205) 532-7256

R-4 Marion, Winston, Lamar, Fayette, Walker Counties

Barbara Eulenstein
Rt. 13, Box 413 B
Jasper, AL 35501
(205) 221-6790 Office
(205) 221-2301 Home

Charles David Baker
District Attorney
Walker County Courthouse
Jasper, AL 35501
(205) 221-3727

R-5 Jefferson, Blount, St. Clair Counties

Trina Hicks
Mental Health Association
3600 8th Avenue South, Suite E-112
Birmingham, AL 35222
(205) 322-0445

R-6 Etowah, DeKalb, Cherokee Counties

Lois Blackwood
The Alcoholism Council
403 South 3rd Street
Gadsden, AL 35901
(205) 547-6903

R-7 Calhoun, Cleburne Counties

Dawn Davenport
Calhoun/Cleburne RAC
P.O. Box 2329
407 Noble Street
Anniston, AL 36201
(205) 237-8131

Kelly Price
Calhoun/Cleburne MHC
P.O. Drawer 2205
Anniston, AL 36202
(205) 236-3404

R-8 Pickens, Tuscaloosa, Bibb Counties

Linda Dover
PRIDE
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Tuscaloosa, AL 35405
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Maxie Thomas
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Tuscaloosa, AL 35401

R-9 Talladega, Clay, Randolph, Coosa Counties

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Dr. Don Brown
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R-10 Greene, Hale, Sumter, Choctaw, Marengo Counties

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Leah Yeager
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R-11 Shelby, Chilton Counties

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Chilton/Shelby MHC
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Highway 25 West
Calera, AL 35040
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R-12 Tallapoosa, Chambers, Lee, Russell Counties

Steve Smith
East Alabama MHC
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R-13 Perry, Dallas, Wilcox Counties

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Gloria Buford
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Selma, AL 36067
(205) 875-6068

Claudette Miller
536 Washington Street
Selma, AL 36067
(205) 875-6068

Jim Stephens
536 Washington Street
Selma, AL 36067
(205) 875-6068

R-14 Montgomery, Autauga, Lowndes, Elmore Counties

Callie Longshore, Chairperson, Community Alliance Network*
Administrative Office of Courts
817 South Court Street
Montgomery, AL 36130
(205) 834-7990

Alice Harbin, Vice President
National Council on Alcoholism - Alabama Division
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Kay Nettles
Central Alabama Council on Substance Abuse - NCA
230 Noble Avenue
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*Formerly Montgomery Metro Substance Abuse Committee

R-15 Macon, Bullock, Pike Counties

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Betty Davis
East Central MHC
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Troy, AL 36081
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George Carter
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R-16 Baldwin, Mobile, Washington Counties

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Linda Hollingsworth
Parkside Lodge
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R-18 Butler, Crenshaw, Covington, Coffee Counties

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R-19 Houston, Geneva, Dale, Henry, Barbour Counties

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Dr. Debra King
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Dothan, AL 36303
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R-20 Marshall, Jackson Counties

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